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ABSTRACT

This booklet is a compilation of school reports and report forms used in secondary schools. The editor has gathered sample forms from various schools in Australia. The prefatory remarks explain norm referenced and criterion referenced reports. Many schools use parent teacher interviews or student profiles as reporting procedures. The profile, which offers descriptive statements about a student, is suggested as the most flexible and informative reporting procedure. This collection provides an extensive reference for school districts interested in improving their reporting systems. The most effective report will present information most useful to employers, parents, and educators at higher levels. A small selection of newspaper articles on school reporting concludes the booklet. (DWH)

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SORTS OF REPORT

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How High Schools in New South Wales report on students' performance.

TM 850 436

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"I hope those of you who turn out to be failures won't blame us."

Compiled by Peter Macinnis, Assessment and Evaluation Unit, March, 1985.

Disclaimer

This collection of school report forms has been assembled for use as a basis for discussion. While a number of the report forms in this collection are extremely good, the inclusion of any form in particular should not be taken as an endorsement of that form.

The final selection of a report form and style must be made by the school, and make allowance for the needs of those for whom the report is intended.

Horses for courses

Department of Education
EXAMINATIONS AND SCHOLARSHIPS DIVISION

35-51 Mitchell Street,
North Sydney

Box 460, P.O., North Sydney
N.S.W. 2060

Telegrams: Scholar Sydney

Our reference:

Your reference:

Telephone: 922 6700
Telex: 24420

It all began with this:

Dear

In the last few months, I have had a number of similar requests from friends, acquaintances and former colleagues, all asking "Have you got any examples of the report forms used by other schools?". Once I had a file of such examples, but sadly, it seems to have walked.

I suspect that half a dozen requests probably indicates a much larger demand, and so I am doing something about it. I am writing to you as one or more of a friend, or acquaintance or former colleague to ask you : have you got any examples of report forms? If you have, I would appreciate copies of as many as you can supply.

The aim of this collecting exercise is to produce a booklet of report forms (all made suitably anonymous, courtesy of correcting fluid). This booklet will then be available to all contributors, whether or not we use their contribution(s), and to other schools on request. The first edition will be quick and scruffy, since I believe there is an urgent need to be met. Depending on response, there could well be a fuller and more polished second edition later.

I anticipate that some report forms will be more easily understood if they are filled out. Please feel free to submit an interesting fictitious report, but keep in mind the laws of libel: I shall certainly have to do so. Please use black ink for all writing : a fine-tipped felt pen is quite suitable. The booklet will then be printed direct from what you submit, after any necessary touching-up and blacking-out.

I trust that you will forgive my imposing on you like this, but I feel that the end justifies my meanness. There is light at the end of the tunnel, and it is not a train coming towards us. Your beginnings to the joint end can be send to me at

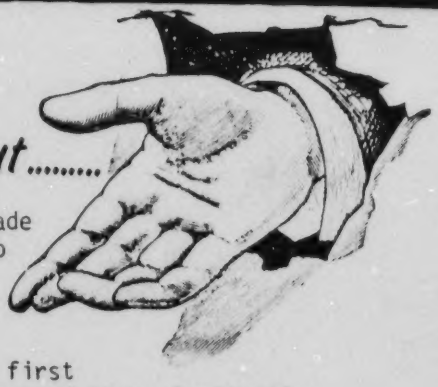
Assessment and Evaluation Unit,
P.O. Box 460,
NORTH SYDNEY. N.S.W. 2060

I look forward to hearing from you soon.

Peter Macinnis

It continued with this - of course, most of the typing wasn't there, then....

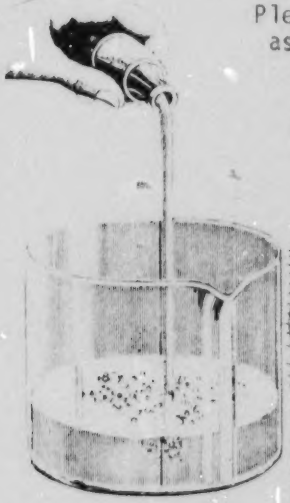
4



To make sure you get your handout.....

...somebody had to contribute. And lots of people did just that when they were asked. To those people who made this project possible, my deepest thanks. To those who are now moved to contribute something for the second edition, thanks in advance to you, too!

Those who received the letter opposite some time in 1984 were promised something quick and scruffy for the first edition: well quick we weren't, but 50% is a norm-referenced pass, isn't it?



Please note that most of the reports are reduced in size and made as anonymous as possible. The reduction was mainly to get more reports on each page, or to fit them on our A4 pages at all, and the reduction and name obliteration were mainly to discourage naughtiness if this collection should fall into the wrong hands. If people really want to know whose report they are looking at, there is usually enough information left to satisfy the curious.

fill this in:

Those who wish to contribute to the next edition can photocopy this, and send it back (after you have filled it in) to me at the address shown below.

Name: _____

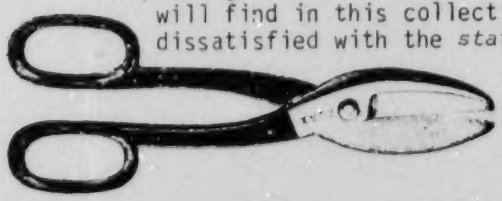
Address: _____

_____

_____

Of course, there was another thought: the standard of the material received was uniformly high, and some schools' reports just didn't make it into the collection: mainly because they were similar to other examples that reproduced better. Hence the semi-anonymity.

I think it fair to say that we can be proud of the standard of school reporting in the schools in this state, but I hope that every reader will find in this collection at least one reason for being a bit dissatisfied with the *status quo* in his or her school.



cut it out,

Again my thanks to all those who put up with my shear effrontery.

and send it back with your contribution!

Here at last is your share of the pointers.

Peter Macinnis,
AEU, P.O. Box 460,
North Sydney 2060

Most of us will, at some time in our lives, have received a school report which we felt was inaccurate. It is only rarely that teachers are confronted, twenty-five years on, with one of their inapposite reports. That was the recent misfortune of Peter Dawson, General Secretary of Britain's Professional Association of Teachers.

As luck would have it, Mr. Dawson once taught young Francis Rossi. For the past twenty years, Mr. Rossi has been associated with the successful rock group Status Quo. A report comment of Peter Dawson's, describing young Francis as:

> "....living in a world of make-believe, dreaming he might one day be a pop star...."

has now been made public, much to Mr. Dawson's embarrassment.

School reports have to serve several different purposes. They tell parents how their children are progressing, and where their children need help or attention. Reports are often used by employers as a sort of continuing school reference. Teachers thus have a responsibility to parents to engage in full and honest reporting. Equally, they have a responsibility to students not to stress minor perceived faults, especially if minor perceived strengths go unrecorded as a result.

In general, school reports can be improved, provided parents know what to ask for and teachers know what to offer. This booklet aims to offer an assortment of ideas to help parents formulate their demands, and to help teachers to respond to those demands.

The traditional report tells us a mark, usually out of 100, a position (in class or Year), and offers us a comment (which is usually brief, bland and stereotyped).

Now a mark out of 100 tells us very little if we don't know the scale. A 25^{o} temperature is cold on the Fahrenheit scale, but warm on the Celsius scale. The position in class or Year gives us a sort of scale, but not a context. A 25^{o}C temperature is cold for Darwin, but warm for Macquarie Island. Unfortunately, the comment is usually too brief to give us a usable context.

Depending on the subject, a numerical mark or a class position may be useless anyhow. How should we interpret a score of 79/100 for appreciating the Mona Lisa? Or coming 5th in the class in enjoying Beethoven's Ninth? In such cases, we would be better served by a report which described what the student can do.

As you might expect, educational thinkers have a name for this kind of report: they call it criterion-referenced. We may refer to a series of criteria that have been set down, like "knows five times table". Criterion-referenced reports might include:

* knows all tables up to "7 times"; or

* can add three digit numbers with carry; or

* can do long division with remainder.

What we have in these descriptions is a profile of a student. We know far more than we would from a score of (say) 78 out of 100. The score does not say what the student can do, but a profile does give us that information. In general terms a profile report is more desirable because it yields more usable information.

Profiles can be produced in many ways. Schools with computers can select from a range of pre-determined statements, and/or add new statements to the profile.

In Scotland, some years ago, a scheme was mooted where four statements were made about each area of concern. Teachers selected the most suitable statement for each student on his/her form, and initialled it. This scheme is described in loving detail of the end of this booklet.

Eight areas were dealt with in all : listening, visual understanding and expression, reading, speaking, writing, use of number, manual dexterity, and physical co-ordination.

The main drawback of any profile system is time : the time to compile records, the time to interpret records, and the time to fill out the reports. There are other problems : who is to decide on the correct report for "visual undertanding" in a secondary school? And where does Science fit in, or French?

Maybe the answer is to have more detailed subject reports, with information or such matters as effort, enthusiasm and attitude.

Even here there are problems. A highly able student requires little effort to stay ahead of the other students. Is it fair to rate that child less highly on "effort"? Enthusiasm is not always apparent, and can be teacher - dependent anyhow. And "attitude" is all too often reduced to "behaviour". Even worse abominations can arise if "attitude" is "tested" (it can't be tested!).

Perhaps we could do with more regular testing. At a recent P & C meeting (for I have a foot in both camps), I heard parents of primary school children calling for more examinations. "With exam marks, at least we will know that they aren't doing well" was the basic line.

I disagree : students who perform poorly in an exam are either:

* poor at doing exams; or

* children who were off-colour on the day of the exam; or

* children who are not "doing well".

We have no way of knowing which group a low-scorer falls into. A responsible and responsive teacher will know, and didn't need the "exam" to find out anyhow. Formally or informally, your child's teacher practises continuous assessment every minute of the day. Examinations (hopefully!) are rather less common.

Are there any answers? I think there are several.

My children attend a school where parent-teacher interviews are common, and parent involvement is high. That eliminates much of the need for reports.

In my classroom days, we were encouraged to add supplementary reports. Typed on a roneoed form and signed, these were attached to the official school report, but not referred to. They could thus be truthful without being damaging, although most of us used them to add more fulsome praise than is normal in a school report.

In spite of the difficulties, I believe that profiles are the fairest method of reporting classroom achievement. They probably work best when they are subject-specific, even if this means several different (and possibly conflicting) reports on one skill, such as "use of number".

Above all else, I think the answer lies in defining carefully the meaning of those labels at the head of each column, and beside each row and box. The hoary old ambiguities like "Chris is trying" should not form part of a report that might be put on display in twenty-five years' time when Chris becomes a Judge.

THE "OLD FAITHFULS"

Most schools continue to issue "standard" reports. There is nothing wrong with this - in fact some employers prefer a common form of report which lets them make rapid (if involved) compositions.

Yet even within these "standard" forms, there is a great deal of variety. Some schools have a common "blank" for all Years, while others have more detailed forms for each Year. Others have separate forms for Year 7, Years 8-10 and Years 11 and 12.

The things reported include percentage marks, deciles, grades, class and Year position, letter grades (which are somewhat criterion-referenced), attitude, conduct, effort, application, classwork, assignments, homework, punctuality, initiative, reliability, self-control, courtesy, attendance, progress, recommended future study and, of course, good old "comments".

The conclusion: even if your intention is to stay with the "standard form" of report, you may be able to find some ideas here for improving your school's report.

REPORT FOR PERIOD _____ TO _____

SUBJECT	MARK/100	GROUP AVERAGE	EFFORT	CONDUCT
ENGLISH			43210	43210
MATHEMATICS			43210	43210
SCIENCE			43210	43210
HISTORY			43210	43210
GEOGRAPHY			43210	43210
COMMERCE			43210	43210
ASIAN SOCIAL STUDIES			43210	43210
FRENCH			43210	43210
GERMAN			43210	43210
ITALIAN			43210	43210
TECHNICS I			43210	43210
TECHNICS II			43210	43210
TECHNICAL DRAWING			43210	43210
INDUSTRIAL ARTS			43210	43210
HOME SCIENCE			43210	43210
TEXTILES AND DESIGN			43210	43210
ART			43210	43210
MUSIC			43210	43210
PHYSICAL EDUCATION			43210	43210
			43210	43210
			43210	43210
			43210	43210
		TOTAL POINTS		

ATTENDANCE

DAYS ABSENT _____

COMMENT _____

ISSUED WITHOUT ALTERATION

HIGH SCHOOL

NAME _____

ROLL CLASS _____

YEAR PATRON

EFFORT: The following qualities are encouraged:

- Persistent endeavours to succeed.
- Consistent application to set tasks at school and at home.
- Full participation in lessons.
- Achievement according to ability.

CONDUCT: Acceptable conduct is encouraged at all times. It involves:

- Courtesy.
- Co-operation.
- Consideration for others.
- Honesty and self-discipline.

POINTS: 4 POINTS: All requirements fulfilled.
3 POINTS: Most requirements fulfilled.
2 POINTS: Basic requirements fulfilled.
1 POINT: Few requirements fulfilled.
0 POINTS: No requirements fulfilled.

PLEASE TEAR OFF AND RETURN BEFORE _____

TEACHERS' COMMENTS ATTACHED

STUDENT'S NAME _____ ROLL CLASS _____

REPORT RECEIVED AND READ. PARENT'S SIGNATURE _____ DATE _____

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_____ COLLEGE

C_____

SENIOR SCHOOL PROGRESS REPORT

for

_____

Year: ____ Term: _____ 1984

Subject	Level	Mark	Grade	Effort	Teacher's Comment
Religious Education					
English					

For explanation of Report, please refer to other side.

Aggregate: ____

Year Co-ordinator's Comment:

_____

_____

_____

High School

Name..... Class.....

Report for Period..... Days Absent.....

SUBJECT	GRADE	EFFORT	SUBJECT	GRADE	EFFORT
English			Art		
Mathematics			Home Science | Textiles & Design		
Science			Music		
Geography			Language		
History			Health		
Technics					

GRADE: The grade rating may vary from 1 to 10. It shows the assessed performance of the student compared with other members of the class/year.

These grades may be interpreted as:

GRADE 1: The student is placed in the **top 10%** of all students in the group.

GRADE 2: The Student is placed in the next 10% of students below those awarded Grade 1.

GRADE 3: The Student is placed in the next 10% of Students below those awarded Grade 2 and so on until:

GRADE 10: The Student is in the **remaining 10%** of students in the group.

EFFORT: The effort rating may vary from A to E, and reflects the co-operation, interest and attitude of the student.

A. Excellent B. Good C. Satisfactory
D. Poor E. Very Poor

GENERAL COMMENTS:

.....

.....

.....

.....

Year Master Principal

7 & 8

HIGH SCHOOL

REPORT ON ROLL CLASS

ASSESSMENT FOR HALF YEAR TO

ATTENDANCE DAYS ABSENT TO

GENERAL COMMENTS

(FORM MASTER)

(PRINCIPAL)

ATTITUDE AND CONDUCT GRADES

A - EXCELLENT B - VERY GOOD
C - GOOD D - SATISFACTORY
E - UNSATISFACTORY

CLASS AND YEAR GRADES KEY

GRADE 1 IS THE HIGHEST GRADE.
GRADE 5 IS THE LOWEST GRADE.
THERE ARE APPROXIMATELY 20% OF STUDENTS IN EACH GRADE OF EITHER CLASS OR YEAR.

SUBJECT	CLASS	CLASS GRADE	YEAR GRADE	CLASS CONDUCT	ATTITUDE	TEACHER COMMENT

HIGH SCHOOL

PROGRESS REPORT

for the period ending ___/___/8___

Name: _____ Roll Class: _____

Absences: _____ days.

SUBJECT	UNITS OF STUDY	MARK*	GROUP AV.*	POSITION IN GROUP	TEACHER COMMENT

(* 1 Unit = 50 marks, 2 Units = 100 marks, 3 Units = 150 marks, 4 Units = 200 marks)

Additional Involvement _____

Year Patron/Principal Comment _____

Year Patron

Principal

COLLEGE

SCHOOL REPORT

Name _____ Year _____ Date _____

SUBJECT	GRADE	CLASS RATING	COMMENTS
RELIGIOUS EDUCATION			
ENGLISH			
MATHEMATICS			
SCIENCE			
SOCIAL SCIENCE			
LANGUAGE			
ACTIVITIES			
ART/CRAFT			
CRAFT - T & D			
MUSIC			
LIBRARY Yr 7 only			
PHYSICAL EDUCATION			

CONDUCT _____ UNIFORM _____ Days Absent _____

REMARKS

_____ Teacher

_____ Principal

GRADES The Students are graded in each course in five grades over the whole candidature within the College.

Grade 1 is the highest grade and Grade 5 is the lowest grade.

GRADES Class Rating The Students are rated on their class work and participation from A to E.

HIGH SCHOOL

REPORT

NAME: _____ YEAR: _____ DATE: _____ No. OF DAYS ABSENT: _____

SUBJECT	ASSESSED MARK	YEAR AVERAGE	POSITION IN YEAR	CLASS MARK	POSITION IN CLASS	
ENGLISH	THIS MARK COMPILED			TEACHER MARK		
MATHEMATICS	BY TESTS			ONLY		
SCIENCE	EXCURSION REPORTS					
AGRICULTURE	PRA.C. EXERCISES					
	IE. ANY TESTING DEVICES ADMINISTERED					
	AND MARKED					
	ACROSS THE YEAR					
ART					PERSONAL DEVELOPMENT	
MUSIC					PHYSICAL EDUCATION	

GENERAL COMMENTS _____

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16 YEAR MASTER _____ PRINCIPAL _____

_____ HIGH SCHOOL

YEAR 7 HALF-YEARLY REPORT 1983.

NAME: _____ CORE CLASS ____ HAT CLASS ____ _____ DAYS ABSENT AS AT JULY, 1983.

SUBJECT	D	P/N	C	H	COMMENTS	SUBJECT	D	P/N	C	H	COMMENTS
English						Home Economics					
Mathematics						Art					
Science						Technics					
History						Music					
Geography						Health					
Language						E.S.L.					

HAT classes refer to Home Economics, Art and Technics

Codings:

D = Decile; 1 = top 10%; 2 = top 20%; 3 = top 30%; 4 = top 40%; 10 = last 10% of the group.

P = Position in that class or course. N = Number of students in the class or course.

C = Conduct:

A. Makes positive contribution to the work of the class
B. Well-behaved and attentive
C. Is usually well behaved
*D. Disrupts work of the class
*E. Has to be constantly corrected - a serious behaviour problem.
X. A teacher's comment has been given instead of a coding.

H = Homework:

A. Work is always submitted on time and is of a very high standard for the class/course.
B. Work is submitted regularly and is of a high standard for class
C. Work is submitted regularly and is of an adequate standard for the class/course
*D. Fails to produce work regularly or it is of an inadequate standard for the class/course.
*E. Little evidence of any attempt at work.
X. A teacher's comment has been given instead of a coding.

N.B. THE AWARD OF 'D' or 'E' COMMENT INDICATES AN UNSATISFACTORY SITUATION AND MEANS THE AWARD OF A SCHOOL CERTIFICATE MAY BE AT RISK.

_____ Year Patron

Principal.

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1983

HIGH SCHOOL

ANNUAL REPORT

YEAR 11.

NAME: _____ DAYS ABSENT: _____

SUBJECT	U	M	P/N	C	H	COMMENTS
English						
Mathematics						
Physics Biology General Science						
Textile & Design Chemistry Modern History Geography French Music						
Indonesian Modern History Home Science Economics Engineering Science						
General Studies Geography Art Economics Ancient History						

U = Units M = Mark P = Position N = Number in Course.

Total No. of Units: _____

CODINGS

C = Conduct

A. Makes positive contribution to the work of the class
B. Well-behaved and attentive
C. Is usually well behaved
*D. Disrupts work of the class
*E. Has to be constantly corrected - a serious behaviour problem.
X. A teacher's comment has been given instead of a coding.

H = Homework

A. Work is always submitted on time and is of a very high standard for the class/course.
B. Work is submitted regularly and is of a high standard for the class/course
C. Work is submitted regularly and is of an adequate standard.
*D. Fails to produce work regularly or it is of an inadequate standard for the class/course.
*E. Little evidence of any attempt at work.
X. A teacher's comment has been given instead of a coding.

*N.B. PARENTS ARE WARNED THAT A "D" OR "E" MEANS A STUDENT'S PLACE IN THE SCHOOL MAY BE DECLARED VACANT OR THE AWARD OF A HIGHER SCHOOL CERTIFICATE IN THE SUBJECT CONCERNED MAY BE AT RISK.

_____ Year Patron

_____ Principal.

NAME: _____

YEAR 12 - TERM 1 ASSESSMENT

DAYS ABSENT: _____

SUBJECT	U	M	P/N	3U/50	C	H	COMMENT
English							
Mathematics	2U M.I.S 2U 3U /100 4U /100						
Physics	2						
Biology	2						
General Science	2						

SUBJECT	U	M	P/N	3U/50	C	H	COMMENT
Textile & Design							
Chemistry							
Modern History							
Geography							
French							
Music							
Indonesian							
Modern History							
Home Science							
Economics							
Engineering Science							
Art							
General Studies							
Geography							
Economics							
Ancient History							

CODINGS

U = Units M = Mark P = Position N = Number in Course 3 Unit Course Mark /50

Total No. of Units: _____

C = Conduct

A. Makes positive contribution to the work of the class
B. Well-behaved and attentive.
C. Is usually well-behaved.
*D. Disrupts work of the class.
*E. Has to be constantly corrected - a serious behaviour problem.
X. A teacher's comment has been given instead of a coding.

H = Homework

A. Work is always submitted on time and is of a very high standard for the class/course.
B. Work is submitted regularly and is of a high standard for the class/course.
C. Work is submitted regularly and is of an adequate standard for class/course.
*D. Fails to produce work regularly or it is of an inadequate standard for the class/course.
*E. Little evidence of any attempt at work.
X. A teacher's comment has been given instead of a coding.

N.B. * PARENTS ARE WARNED THAT A "D" OR "E" GRADE MEANS A STUDENT'S PLACE IN THE SCHOOL MAY BE DECLARED VACANT OR THE AWARD OF A HIGHER SCHOOL CERTIFICATE IN THE SUBJECT CONCERNED MAY BE AT RISK.

_____
Year Patron

_____
Principal

HIGH SCHOOL

REPORT ON _____ YEAR _____ DATE _____

FROM _____ TO _____ DAYS ABSENT _____

SUBJECT					TEACHERS COMMENTS
ENGLISH					
MATHS					
SCIENCE					

*SOCIAL DEVELOPMENT	POOR	AVERAGE	GOOD	VERY GOOD	SCHOOL ACTIVITIES
COURTESY					
SELF CONTROL					
RELIABILITY					
CO-OPERATIVENESS					
WORK INITIATIVE					
PUNCTUALITY					
HOMEWORK					

FORM MASTER/MISTRESS' COMMENT	PRINCIPAL'S SIGNATURE

FOR EXPLANATION, SEE INFORMATION SECTION ON THE BACK OF REPORT

TEAR OFF - RETURN TO FORM MASTER/MISTRESS

INTERVIEW

STUDENT'S NAME _____ CLASS _____

INTERVIEW REQUESTED BY... (tick appropriate box)

PARENT ☐ PRINCIPAL ☐ FORM MASTER ☐

SUBJECT MASTER ☐ SUBJECT TEACHER ☐

Please ring School for appointment : Phone 52 3466

PARENT/GUARDIAN'S SIGNATURE

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High School

Telephone No.:

REPORT ON

Year

For Period Ending

Subject	Grade Mark	Position Grade	Application
ENGLISH			
MATHEMATICS			
SCIENCE			
GEOGRAPHY			
HISTORY			
ART			
CRAFT			
LANGUAGE			
MUSIC			
HEALTH & PHYSICAL EDUCATION			

GRADE: Grading is based on performance relative to all students in the class.

MARK GRADE:		POSITION GRADE:	
Grade 1	91—100%	Grade 1	better than 90% of the group candidature.
Grade 2	81— 90%	Grade 2	better than 80% of the group candidature.
Grade 3	71— 80%	Grade 3	better than 70% of the group candidature.
Grade 4	61— 70%	Grade 4	better than 60% of the group candidature.
Grade 5	51— 60%	Grade 5	better than 50% of the group candidature.
Grade 6	41— 50%	Grade 6	better than 40% of the group candidature.
Grade 7	31— 40%	Grade 7	better than 30% of the group candidature.
Grade 8	21— 30%	Grade 8	better than 20% of the group candidature.
Grade 9	11— 20%	Grade 9	better than 10% of the group candidature.
Grade 10	1— 10%	Grade 10	in the bottom 10% of the group candidature.

APPLICATION: Standard of class work and home study.
G—Good S—Satisfactory U—Unsatisfactory

MASTER

PRINCIPAL

Edwards Printing—12344-5-83.

High School

Telephone No.:

REPORT ON

Year For Period Ending

Subject	Group	Grade Mark	Grade Position	Application
ENGLISH				
MATHEMATICS				
SCIENCE				
GEOGRAPHY				
HISTORY				
ART				
COMMERCE				
FRENCH				
GERMAN				
HOME SCIENCE				
LATIN				
MUSIC				
TEXTILES & DESIGN				
TECHNICAL DRAWING				
TECHNICS I				
TECHNICS II				

GROUPS: Group 1—the group studying the subject more intensively.
Group 2—the middle group of students.
Group 3—the group studying the subject less intensively.
0—indicates that there are no groupings within the subject.

GRADE: Grading is based on performance relative to all students in the group.

MARK GRADE		POSITION GRADE	
Grade 1	91—100%	Grade 1	better than 90% of the group candidature.
Grade 2	81— 90%	Grade 2	better than 80% of the group candidature.
Grade 3	71— 80%	Grade 3	better than 70% of the group candidature.
Grade 4	61— 70%	Grade 4	better than 60% of the group candidature.
Grade 5	51— 60%	Grade 5	better than 50% of the group candidature.
Grade 6	41— 50%	Grade 6	better than 40% of the group candidature.
Grade 7	31— 40%	Grade 7	better than 30% of the group candidature.
Grade 8	21— 30%	Grade 8	better than 20% of the group candidature.
Grade 9	11— 20%	Grade 9	better than 10% of the group candidature.
Grade 10	1— 10%	Grade 10	in the bottom 10% of the group candidature.

APPLICATION: Standard of class work and home study.
G—Good. S—Satisfactory. U—Unsatisfactory.

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MASTER PRINCIPAL

Edwards Printing—12345-5-83

High School

Telephone No.:

REPORT ON

Year For Period Ending

Aggregate best ten units Position in Year

Subject	Course No. of Units	Mark	Position	Application
ENGLISH				
MODERN HISTORY				
ANCIENT HISTORY				
LATIN				
FRENCH				
GERMAN				
MATHEMATICS				
SCIENCE				
SCIENCE				
GEOGRAPHY				
ECONOMICS				
INDUSTRIAL ARTS				
TEXTILES & DESIGN				
HOME SCIENCE				
FOOD & TEXTILE SCIENCE				
ART				
GENERAL STUDIES				

KEY: G—Good. S—Satisfactory. U—Unsatisfactory.

APPLICATION: Attention to and standard of class work and home study.

MASTER PRINCIPAL

Edwards Printing—12346-5-63.

22 REPORT ON ..... *High School*

Year **7** for period ..... to ..... Days absent ..... / .....

SUBJECT	1 Grade	2 Class Mark %	3 Class Position	4 Class Work	5 Homework	6 Conduct	7 Punctuality	COMMENT
English								
Mathematics								
Science								
Geography								
History								
Language								
Art								
Home Science								
Textiles and Design								
Music								
Physical Education								

School Activities .....

Comments .....

FORM PATRON .....

PRINCIPAL .....

COLUMN 1
Grade

1	Top 10%
2	Next 10%
3	
4	
5	
6	
7	
8	
9	
10	Bottom 10%

} % Students in the Year at this School

COLUMNS 4, 5, 6, 7

A – Excellent
B – Very Good
C – Good
D – Satisfactory only
E – Unsatisfactory

DUBBO HIGH SCHOOL

HALF YEARLY REPORT - 1984

STUDENT NAME___ _____YEAR___8_____DAYS ABSENT___0

SUBJECT	G	POS.	C	E	COMMENTS
ENGLISH	3	47/163	2	1	A good result. An enthusiastic student. Good in class discussions. Mrs. C. Seccombe.
MATHEMATICS	3	47/163	2	2	Tries hard at all times. A capable student. A pleasant and interested student. Mr M.Wood.
SCIENCE	3	34/163	1	1	2 out of 2 topics completed satisfactorily. A good result. Tries hard at all times. Continued effort will improve this result. Miss Y.Furby.
TECHNICAL DRAWING	1	1/13	1	1	An excellent result. A consistent effort with corresponding results. An enthusiastic student. Mr K.Wellham.
TECHNICS I	2	14/90	2	2	A pleasing result. Assignment work is below standard. Good practical effort. Greater effort required at home. Mr G.Baker.
COMMERCE	8	57/85	3	3	Capable of a better result. Continued effort is required. Greater concentration is required. Mr C.Baker.
MUSIC	8	113/163	1	3	A polite and cooperative student. Poor test results. Needs thorough revision before tests. Work has improved recently.
PHYSICAL EDUCATION			4	3	A disappointing result. A greater effort is required.

YEAR COORDINATOR. A most encouraging report for Mark to build upon. Now Commerce, Music and P.E. need a greater effort to be made. L.Fox.

PRINCIPAL.....

.....

.....

HEADINGS - G = GRADE, POS.= POSITION, C = CONDUCT, E = EFFORT.

GRADES - are awarded from 1 to 10, a grade 1 generally denoting the top 10% and a 10 the bottom 10% of the group. Failure to meet satisfactory standards results in a non-award (N).

CONDUCT AND EFFORT - are rated from 1 to 5, where 1 = excellent, 2 = good, 3 = fair only, 4 = barely satisfactory, 5 = unsatisfactory.

H/Y and Y Reports are prepared for Years 7 - 10 on an Apple Computer.

COMMENT: I didn't have the heart to obliterate any part of the school identification on this report. The achievements that can be attained on a simple dot matrix printer are wonderful to behold!

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Phone 62

High School,
K Avenue.

REPORT ON.....

DAYS ABSENT..... ROLL CLASS..... TERM.....19.....

SUBJECT	UNITS	MARK	POS.	COMMENTS
ENGLISH				
SPELLING				
MOD. HISTORY				
ANC. HISTORY				
MATHEMATICS				
PHYSICS				
CHEMISTRY				
BIOLOGY				
AGRICULTURE				
GEOGRAPHY				
ECONOMICS				
INDUSTRIAL ARTS				
HOME SCIENCE				
ART				
COMPUTER STUDIES				
GENERAL STUDIES				

.....

.....

.....YEAR MASTER.....PRINCIPAL.

NOTE The maximum mark per unit is 50.

P·
High School

Junior School Record

NAME: .....

Date of Birth .....

Date of Admission .....

Previous School .....

Date of Leaving .....

Column 1. Group in which student is positioned
e.g. A or any single letter-one class only
AB two classes grouped together
A-E five classes grouped together
B-D three classes grouped together
Each elective subject is regarded as 1 group.

Column 2. Mark ranging from 0—100. This mark includes assessment, testing and examination.

Column 3. Position in group shown thus—12/44, where 12 is the position and 44 is the number in the group.

Column 4. Suffix indicating student's attitude and application.
1 Excellent
2 Conscientious and co-operative
3 Satisfactory
4 Inconsistent
5 Lacks interest and application
6 Progress marred by irregular attendance

YEAR 1981 - 7 JUNE				YEAR 7 - 1981 DECEMBER					YEAR 8 - 1982 JUNE				YEAR 8 - 1982 DECEMBER			
1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4
A-E	76	28/109	2	A-E	81	20/115	2	English	A-E	70	43/116	2	A-E	74	41/120	2
A	77	5/23	3	A	73	8/25	3	Mathematics	A	46	27/28	3	A	57	26/27	3
A	71	8/23	3	A	65	12/26	3	Science	A-B	62	29/54	3	A-B	53	43/54	4
B	61	15/23	3	B	85	3/25	2	History	B	63	14/37	3	B	50	26/26	4
A	88	3/23	2	B	83	5/26	3	Geography	A-C	62	67/113	3	A-C	79	27/113	2
A-D	75	31/96	2	A-D	76	33/101	2	French					A	85	6/27	2
								Indonesian								
A-E	56	88/109	4	A-E	45	107/115	3	Art	A-F	57	90/116	3	A-F	57	58/120	3
A-E	74	34/109	3	A-E	79	30/115	3	Music	A	56	22/28	2				
A-E	51	78/91	2	A-E	51	80/93	3	Craft	A-B	60	25/41	2	A	69	9/20	2
								Commerce								
								Agriculture								
								Tech Draw.								
								Technics 1								
								Technics 2								
								Home Sc.								
								Textiles								
								Days Absent								
								Conduct								
								Year Master								
								Parent								

REFERENCE

Date .....

Name: .....

This represents the two sides of a single foolscap card, folded in three

YEAR 9 - 1983 JUNE				YEAR 9 1983 DECEMBER					YEAR				YEAR			
			JUNE				DECEMBER					JUNE				DECEMBER
1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4
B	62	53/114	3	B	61	58/109	3	English								
A	58	47/55	4	A	53	51/53	3	Mathematics								
C	75	35/113	2	C	64	61/109	2	Science								
								History								
A	84	4/52	3	A	65	16/52	3	Geography								
A	78	4/6	3	A	76	3/6	2	French								
								Indonesian								
								Art								
								Music								
								Craft								
								Commerce								
A	87	1/13	1	A	85	1/11	1	Agriculture								
								Tech Draw.								
								Technics 1								
								Technics 2								
								Home Sc.								
								Textiles								
								Days Absent								
								Conduct								
								Year Master								
								Parent								

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HIGH SCHOOL
JUNIOR PROGRESS REPORT

Street,

ATTENDANCE
Days Absent
Days Late

REPORT ON ..... YEAR .....

FOR PERIOD .....

ATTITUDE: The possible gradings are: **A** — Excellent, **B** — Good, **C** — Satisfactory, **D** — Below Standard, **E** — Unsatisfactory.
This grading reflects the teacher's opinion concerning such matters as conduct, effort, work and study habits, co-operation and interest of the student in the subject.

SUBJECTS	Group	% Mark	Pos'n in Group	Att	COMMENTS
ENGLISH					
MATHEMATICS					
SCIENCE					
HISTORY					
GEOGRAPHY					
		Performance (A-E)			

When results are consistently unfavourable please contact the school for an appointment to discuss this report.

GENERAL COMMENTS

YEAR PATRON ..... PRINCIPAL .....

HIGH SCHOOL
SENIOR PROGRESS REPORT

REPORT ON YEAR

FOR HALF YEAR ENDING

ATTENDANCE
Days Absent
Days Late

SUBJECT	Unit of Study	Mark	Grade	AWARDS			TEACHER'S COMMENTS
				Attitude	Class-work	Assign-m'ts	
ENGLISH							
MATHEMATICS							
SCIENCE BIOLOGY							
GEOGRAPHY							
MODERN HISTORY							
ASIAN STUDIES ANCIENT HISTORY							
ECONOMICS							
HOME SCIENCE							
CHEMISTRY GEOLOGY							
LANGUAGE GENERAL STUDIES							
TEXTILES & DESIGN ENG. SCIENCE							
PHYSICS							
MUSIC ART							
PHYS. EDUCAT'N AND SPORT							

YEAR PATRON ..... PRINCIPAL .....

EXPLANATION OF GRADES AND AWARDS

GRADES

1. Means the top 10% of students
2. Means the second 10% of students

9. Means the second lowest 10% of students
10. Means the lowest 10% of students

AWARDS

A. Excellent
B. Good
C. Meets Minimum Requirements
D. Below Expectations
E. Unsatisfactory

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YEAR 11 12

High School

REPORT ON Randolf Scott DAYS ABSENT 7

ROLL CLASS 12·4 DATE: 28 November 1983

SUBJECT	Units of Study	Exam	Exam Av.	Assessment	Application	COMMENTS
ENGLISH	2	69	49	71	3	Randolf is a long way behind the class in his reading of set texts. These must be completed before the H.S.C
MATHEMATICS	2	72	53	69	2	Working well.
ECONOMICS	2	58	46	62	2	Weaknesses in essay writing and in understanding the Yr 12 work must be corrected. Randolf has been given a set of essay topics to work through
BIOLOGY	2	94	64	85	1	A good student. Has worked well.
GEOGRAPHY	2	51	47	56	2	Randolf's general geographical knowledge is good but his skills work needs attention. Special tasks have been set for him in this area.
MODERN HISTORY	2	61	53	65	3	Knowledge good, but essay writing poor. Needs to attend to this.

Application Rating: 1 Excellent 2 Very good 3. Satisfactory 4. Poor. 5. Very Poor.

Note: Application rating refers to the actual effort made by the student.

Marks per unit of study 50

COMMENT: Randolf has made satisfactory progress this term. He needs to develop his essay-writing skills and to formulate a study plan which will enable him to keep up a satisfactory work level in all areas. He would be advised to talk to his teachers and the Counsellor about these matters

FORM MASTER Ellen Graham PRINCIPAL: D. Walters

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PROGRESS REPORT

STUDENT: _____ YEAR: _____

Days absent: Explained _____ Unexplained _____

SUBJECT	Exam %	Exam Average	Assess. %	Application	Conduct	Comment (see below)
ENGLISH						
MATHEMATICS						
SCIENCE						
HISTORY SOCIAL SCIENCE						
TECHNICS HOME SCIENCE						
ART						
LANGUAGE						
MUSIC						
PHYSICAL EDUCATION						

Teachers' Comments:

A. Has completed all set tasks/work. A pleasing student.

B. Needs to revise work more frequently, and make a concerted effort to learn the basic skills.

C. Has not made any effort to improve work. Tends to be lazy.

D. Lacks drive, content to drift along.

E. Disappointing, has ability, but will not perform.

F. Work is completely unsatisfactory. Heading for Failure.

Application/Conduct Rating:

1. Excellent. 2. Very good. 3. Satisfactory. 4. Poor. 5. Very poor

NOTE: Application rating refers to the actual effort being made.

COMMENT:

Date Issued:

Signed: _____
PRINCIPAL

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HIGH SCHOOL

LANE, .L.

Telephone

SCHOOL REPORT – Years 7 & 8

Semester , 198

NAME ..... Year ..... Days Absent .....

SUBJECT	ATTITUDE & APPLICATION	ACHIEVEMENT
ART		
DRAMA		
ENGLISH		
HEALTH		
HOME ECONOMICS		
LANGUAGE		
MATHEMATICS		
MUSIC		
P.E./SPORT		
SCIENCE/AGRICULTURE		
SOCIAL SCIENCE		
TECHNICS		

ATTITUDE AND APPLICATION

A – Highly commendable – performs to best of ability.
B – Commendable – meets all requirements
C – Satisfactory – meets most requirements.
D – Sometimes satisfactory – improvement expected.
E – Unsatisfactory – great improvement expected.

ACHIEVEMENT

Determined as a grade from 1 to 5 based on understanding and use of concepts and achievement of course objectives as determined by tests, assignments and classwork. (Grade 1 is highest.)

Grades are shown only for those subjects for which this type of assessment is suitable and indicate achievement with respect to the course followed.

COMMENT: _____

_____

_____

_____

House Patron _____ Principal: _____

HIGH SCHOOL

[illegible] LANE, [illegible], N.S.W. [illegible]

Telephone: 6 [illegible]2

SCHOOL REPORT – Years 9 & 10

Semester , 198

NAME ..... Year ..... Days Absent .....

SUBJECT	ATTITUDE & APPLICATION	ACHIEVEMENT
ENGLISH		
HEALTH		
MATHEMATICS		
PE / SPORT		
SCIENCE		

ATTITUDE AND APPLICATION

A – Highly commendable – performs to best of ability.
B – Commendable – meets all requirements
C – Satisfactory – meets most requirements.
D – Sometimes satisfactory – improvement expected.
E – Unsatisfactory – great improvement expected.

ACHIEVEMENT

Determined as a grade from 1 to 5 based on understanding and use of concepts and achievement of course objectives as determined by tests, assignments and classwork. (Grade 1 is highest.)

Grades are shown only for those subjects for which this type of assessment is suitable and indicate achievement with respect to the course followed.

COMMENTS: _____

_____

_____

_____

_____

House Patron: _____ Principal: _____

HIGH SCHOOL

LANE b N.S.W. 2[illegible] Telephone [illegible]

SCHOOL REPORT - Years 7 & 8 - COMMENTS

NAME ..... Semester ..., 198

ART	
DRAMA	
ENGLISH	
HEALTH	
HOME ECONOMICS	
LANGUAGE	
MATHEMATICS	
MUSIC	
P.E./SPORT	
SCIENCE/ AGRICULTURE	
SOCIAL SCIENCE	
TECHNICS	

Boys' High School

REPORT ON YEAR

FOR HALF YEAR ENDED

ATTENDANCE DAYS ABSENT

SUBJECTS	Grade	ATTITUDE	CONDUCT	COMMENTS
ENGLISH				
MATHEMATICS				
SCIENCE				
HISTORY				
GEOGRAPHY				
SOCIAL STUDIES				
CONSUMER EDUCATION				
TECH. DRAWING INDUSTRIAL ARTS				
TECHNICS 1				
TECHNICS 2				
INTRODUCTORY MATERIALS				
FRENCH				
GERMAN				
GREEK				
ART				
MUSIC				
COMMERCE				

COMMENTS

YEAR MASTER/MISTRESS for PRINCIPAL

PARENTS SIGNATURE .....

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YEARS 7 AND 8

HIGH SCHOOL

CSS
BULLA DOES SOME LINES

Tel.: 698-1967

REPORT ON

Class For Period From To Days Absent

Subject	Achievement		Attitude	Comment
English				
Mathematics				
Science				
Geography				
History				
Commerce				
Asian Social Studies				
French				
Greek				
Industrial Arts				
Home Science				
Art				
Music				
Social Science				
Physical Education				

KEY ACHIEVEMENT COLUMN

A— Excellent
B— Good
C— Average
D— Below Average

ATTITUDE COLUMN

A Excellent
B Good
C Satisfactory
D Unsatisfactory

COMMENT

Principal/Form Master

HIGH SCHOOL

Report on ..... Group ..... Year .....

For Half Year ended ..... 19 .. Days Absent 981 1155

SUBJECT CLASS TEACHER	MARK	POS. IN GROUP	TEACHER'S COMMENTS
ENGLISH			

HIGH SCHOOL
PROGRESS REPORT

NAME _____ YEAR 7/2

From 2/2/84 to 25/5/84 Days Absent 3

Attendance: Satisfactory/~~Unsatisfactory~~

Conduct: Good

SUBJECT	Group	Achievement: Mark or *Grade	Achievement: Group Av.	Achievement: Posn. in Group	Effort: Grade	Remarks
ENGLISH	YR7	58%	60%	81/155	3	Matthew needs to work at improving these grades. He can do better, although his behaviour and attitude in class has been very good. A.C.
MATHS	7/2	2			2	Matthew has worked well and gained pleasing results. AT
SCIENCE	7/2	3			3	Matthew usually works well in class but should complete his homework. DM
HISTORY	7/2	59%	71%	24/28	4	Matthew needs to work and study at home as well as at school. BAB
GEOGRAPHY	7/2	60%	66%	21/28	3	Mathew has worked consistently. A pleasant & capable student, he needs to pay attention to assignment work. AK
LANGUAGE	7₂	2	-	-	1	Matthew has worked with interest and enthusiasm, to obtain fine results. JH
MUSIC	7₂	3			3	
HOME ECONOMICS	7/23A HSc.	90%	85%		2	An excellent result from a hard working young man. ~~RM~~
ART	7/23 C.A	80%	72%		2	An excellent result Matthew well done MB
INTRODUCTORY MATERIALS	7/23A	2.			2	Matthew is a keen worker JB
P.E.	Yr 7	1			1	Matthew is a gifted lad who always gives of his best. Keep up the good work.

General Comments: Mathew is putting a pleasing effort into his school work. In order to achieve even better results he may need to do a bit more homework or revision for tests. I am very pleased with this report. The '1s' are flowing. PC

Chris (Year Co-ordinator)

P Carey (Principal)

*Where grades are used 1 = Outstanding
2 = Well above average
3 = Average or satisfactory
4 = Below average
5 = well below average

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1. YEAR 10 REPORT REFERENCE

High School

Phone

SCHOOL REPORT - REFERENCE

A Supplementary Statement to the School Certificate

REPORT ON

Period Ending 2nd December, 1982 Days Absent: No. in Year:

Attitude Conduct GRADINGS A Excellent • B Good • C Satisfactory • D Below Standard • E Unsatisfactory

Subjects	Award %	Position in Group	Att. Con.	Comments
ENGLISH				
MATHEMATICS				
SCIENCE				
HISTORY GEOGRAPHY				
PHYSICAL EDUCATION	-	-		

REFERENCE:

YEAR MASTER PRINCIPAL:

Issued Without Alteration or Erasure

SENIOR SCHOOL

GIRLS' HIGH SCHOOL

REPORT ON ..... ROLL CLASS .....

DAYS ABSENT 4 (1 unexplained) FOR PERIOD ENDING ..... 19.....

SUBJECT	CLASS LEVEL	MARK	LEVEL Average	POSITION	TEACHERS' COMMENTS
ENGLISH					
MATHEMATICS					
HISTORY					
GEOGRAPHY					
e.g. BIOLOGY	2 UNIT	55	60	15/23	
CHEMISTRY					

General Comment .....

PRINCIPAL .....

DT 44

..... HIGH SCHOOL
Term Assessment

NAME ..... YEAR 8 MAY, 1984 Days Absent [ ] Unexplained Absences [ ]

SUBJECT	CLASS	PROGRESS			CONDUCT		HOMEWORK		TERM ASSESSMENT	
		Good	Sat.	Unsat.	Sat.	Unsat.	Sat.	Unsat.	% Class Mark *	Position in Class
ENGLISH										
MATHEMATICS										
SCIENCE										
HISTORY										
GEOGRAPHY										
LANGUAGE										
COMMERCE										
TECHNICS I										
TECHNICS II										
INDUSTRIAL ARTS										
TECHNICAL DRAWING										
AGRICULTURE										
ART										
HOME ECONOMICS										
TEXTILES & DESIGN										
MUSIC										
PHYSICAL EDUCATION										

* The Mark and Percentage in the "Term Assessment" are arrived at as follows :

A final percentage is gained by combining a HOMEWORK MARK, an ASSIGNMENT MARK, a CLASSWORK MARK and TEST MARKS. It involves all the work done throughout the term. The pupil is compared with his/her OWN class, not with the total number in the Year.

Signed .....
Year Master

GRAMMAR SCHOOL *Middle School*

Report on P. SWIZER for Term 1 19 84 Group 17 Form 4

SUBJECT	Set	Term Work %	Term Work Position in Set	Examination %	Examination Position	Effort	COMMENTS	Master's Initials
English	4A	90	1/30	88	7/198	a	A marked improvement on last year	FS
Science	4C	78	7/30	84	11/198	a	A most meritorious result	WM
Mathematics	4D	70	12/30	82	24/198	b+	Has a firm grasp of the subject	PC
Geography	4C	74	4/28	74	49/138	b+	A conscientious worker	RS
History			/		/			TC
Commerce	4D	68	12/27	70	45/112	b+	He works to his capacity	AD
French	4B	74	9/15	80	13/30	a	Excellent. I feel he will improve even further	DC
German			/		/			
Latin			/		/			
Greek			/		/			
Art			/		/			
Music			/		/			
			/		/			

CORE SUBJECTS: Art Workshop b+ Gymnasium a

* *Position affected by absence*

0 Lates

Absent 0 days

It is good to see so many A's and (B's) for effort

Tutor D. Jones

A most auspicious start to the year. Congratulations

R Smith

Headmaster

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NAME Yrs 11 & 12.

YEAR

DATE

REPORT

PHONE: 7

SUBJECT	3U 150	2U 100	2UA 100	(E) Av. across the total candidates	TEACHER'S COMMENT
ENGLISH					marks are based on exam performance only for Years 11 + 12.
RELIGIOUS STUDIES:					

COMMENTS:

Overall comment on girl's involvement in school activities + their half statement re her results in exams.

Class Supervisor

Principal

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[redacted] HIGH SCHOOL
LUCAS ROAD, [redacted]2

REPORT ON A. STUDENT

YEAR 1984 CLASS 7Z

FOR PERIOD 2/2/84 TO 15/6/84 ROLL GROUP

PUNCTUALITY
Satisfactory/Unsatisfactory
ATTENDANCE
3½ days absent

SUBJECT	Class	Assessment or Mark	Pos'n in Class / Form	Attitude and Application	COMMENT
ENGLISH		76	4/18	G	Angela is a capable student. I am particularly pleased with her organisation and presentation of assignments.
MATHEMATICS		71	5/18	S	Angela works well but needs to improve the quality of her homework.
SCIENCE		82	2/11	E	An excellent report from an excellent student.
HISTORY		60	9/18	G	Satisfactory progress at this stage. I am sure Angela can better this result by the end of the year.
GEOG[redacted]		70	7/18	S	Angela is performing a little below her true potential. Greater concentration in class is required.
HOM[redacted] S[redacted]		77	4/11	G	Angela is a polite, hard working student in both subjects.
TEXTILES AND DESIGN		53	7/18	G	
READING				E	A pleasing worker. She needs to keep up her library borrowing rate.
MUSIC		46	17/18	S	Angela needs to put more effort into all aspects of her work in this subject.
ART		60	11/18	G	Angela needs to concentrate a little more in class.
P.E.		C		S	Failure to complete an assignment has resulted in a 'C'. Attention to this shortcoming should result in a better report.

GENERAL COMMENTS

Angela has settled into School very well. She is a polite student, well presented at all times. I am sure that when she attends to a few areas of concern her reports will improve.

Assessments for years 7-10
[redacted] by factors
[redacted] classwork
[redacted] attitude and
[redacted]

Attitude & Application
Excellent — works very diligently
Good — works well
Satisfactory — makes a satisfactory effort
Unsatisfactory — makes too little effort

C. Brown
Year Mistress/Master

A. Smith
Principal

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PROGRESS REPORT

BOYS' HIGH SCHOOL

NAME ..... CLASS ..... DATE ..... DAYS ABSENT .....

LEGEND: CATEGORY: 1. CLASSWORK 2. HOMEWORK/ASSIGNMENTS 3. ATTITUDE
4. PROGRESS 5. ATTENDANCE

ASSESSMENT: A. EXCELLENT B. GOOD C. SATISFACTORY D. UNSATISFACTORY

SUBJECT	U	C/Y	1	2	3	4	5	SUBJECT	U	C/Y	1	2	3	4	5
ENGLISH								MUSIC							
HISTORY															
MODERN HISTORY								ART							
MATHEMATICS								CRAFT							
								TECHNICAL DRAWING							
SCIENCE								ENGINEERING SCIENCE							
PHYSICS															
CHEMISTRY								PHYSICAL EDUCATION							
BIOLOGY								PERSONAL DEVELOP.							
CLASSICAL GREEK								GENERAL STUDIES							
LATIN															
ANCIENT HISTORY								COMPUTER STUDIES							
								LEGAL STUDIES							
FRENCH								GRAPHICS							
GERMAN								FILM-MAKING							
								CERAMICS							
GEOGRAPHY															
COMMERCE															
ASIAN SOCIAL STUDIES															
ECONOMICS															

EXPLANATORY NOTES: For teachers, students and parents (guardians).

- This Progress Report Form is intended for use as a Term Report or an Interim Report.
- The assessments generally reflect class performances. In the column designated C/Y, classifications such as 8.3, 10B, 12.6A denote classes and thus class assessments, whereas Y denotes across the year assessments in the course.
- The subjects are grouped according to Departments with provision for other subjects to be written in. These include Outside Subjects and those taken as Correspondence School, Saturday School of Community Languages and Private Study subjects.
- The entries in the units column apply to Higher School Certificate courses only.

TEACHER COMMENTS: .....

.....

.....

HEADMASTER/DEPUTY HEADMASTER ..... YEAR MASTER/MISTRESS .....

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High School

A[illegible] and C[illegible] STREETS, [illegible] N.S.W. 2[illegible]

Telephone 3[illegible] 7011
2[illegible] 7133
(P.O. Box 48)

SCHOOL REPORT – YEARS 7 & 8

REPORT ON: ..... ROLL CLASS: .....

PERIOD ENDING: ..... Number of Days Absent: Explained ..... Unexplained .....

SUBJECT	Grade	Attitude	COMMENTS
ENGLISH			
MATHEMATICS			
SCIENCE			
HISTORY			
GEOGRAPHY			
COMMERCE			
LANGUAGES			
ART			
TECHNICS			
DESIGN FOR LIVING			
MUSIC			
PHYSICAL EDUCATION			

EXPLANATORY NOTES

Grade

This is a grading (Grade 1 to 5) of the student's performance by comparision with all other students studying the subject.

Grade 1 – Top 10%
Grade 2 – Next 20%
Grade 3 – Middle 40%
Grade 4 – Next 20%
Grade 5 – Bottom 10%

Attitude

This is an indication of the student's attitude to study in relation to his/her ability. It is determined from tests, assignments, efforts in class and general application.

A – Excellent
B – Good
C – Satisfactory
D – Poor
E – Unsatisfactory

Special Comment: .....

Interviews

Parents may discuss this report with the Principal or the Year Master/Mistress. For your convenience telephone for an appointment.

Year Master/Mistress: ..... Principal: .....

High School

A ... and C... STREETS ... N.S.W.
(P.O. Box 48)

SENIOR REPORT FORM

REPORT ON ..... ROLL CLASS .....

PERIOD ENDING ..... NUMBER OF DAYS ABSENT: EXPLAINED .....

UNEXPLAINED .....

SUBJECT	Course	Grade Awarded	Marks	COMMENTS
ENGLISH				

EXPLANATORY NOTES

GRADE AWARDED: This represents a ranking in the Course. It position, the student's performance in relation to those of other students in the school attempting the same course. It does not endeavour to estimate the student's achievement in relation to the achievement of others in N.S.W. schools.

GRADE 1 – Top 10%
GRADE 2 – Next 10%
and so on until
GRADE 10 – Lowest 10%

Note that in subjects where the number of students studying the subject is small, the whole range of grades may not be used.

SPECIAL COMMENT .....

Interviews – Parents may discuss this report with the Principal or the Year Master/Mistress. For your convenience, please phone for an appointment.

Year Master/Mistress ..... Principal .....

High School

Telephone ... 211 ... 113

... and C... STREETS ... N.S.W. ...
(P.O. Box 48)

SCHOOL REPORT – YEARS 9 & 10

REPORT ON ..... ROLL CLASS .....

PERIOD ENDING ..... NUMBER OF DAYS ABSENT: EXPLAINED .....

UNEXPLAINED .....

SUBJECT	Assessment	Grade	COMMENTS
ENGLISH			
MATHEMATICS			
SCIENCE			
HIST./GEOG			
'X' ELECTIVE:			
'Y' ELECTIVE:			
'Z' ELECTIVE:			
MUSIC			
PHYSICAL EDUCATION			

EXPLANATORY NOTES

Assessment

This is an indication of the student's achievements in relation to his/her ability. It is determined from tests, assignments, efforts in class and general application.

A – Excellent
B – Good
C – Satisfactory
D – Unsatisfactory
E – Very Poor

Grade

This is a grading (Grade 1 to 5) of the student's performance by comparison with all other students studying the subject.

Grade 1 – Top 10%
Grade 2 – Next 20%
Grade 3 – Middle 40%
Grade 4 – Next 20%
Grade 5 – Bottom 10%

Note that in subjects where the number studying the subject is small, the whole range of grades may not be used.

Special Comment .....

Interviews

Parents may discuss this report with the Principal or the Year Master/Mistress. For your convenience telephone for an appointment.

Year Master/Mistress ..... Principal .....

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High School

YEAR 10 ACHIEVEMENT REPORT AND REFERENCE

DATE .....

NAME ..... NUMBER OF DAYS ABSENT: EXPLAINED .....
UNEXPLAINED .....

The Grade Awards below are determined from assessments of performance in class, tests, and home assignments. They indicate the pupil's ranking among all our pupils of Year 10 who are studying the subject.

Subject	Grade Award	Attitude to Study	Comments
English			
Mathematics			
Science			

Requirements for general experience have been met in Physical Education, Health, Craft and Music.

LEGENDS: GRADE 1 — Top 10%; 2 — Next 20%; 3 — Next 40%; 4 — Next 20%; 5 — Final 10%.
ATTITUDE: A — Excellent; B — Very Good; C — Satisfactory; D — Poor; E — Unsatisfactory.

has participated in the following school activities:

Year Master/Mistress ..... Principal .....

"As you can see, it is a traditional form in all respects. It has what I consider serious defects in terms of reporting for English, but is apparently acceptable for all other subjects."

High School

WILLAROND ROAD,
[illegible], N.S.W. [illegible]
TELEPHONE: 5[illegible]-3859

STUDENT'S NAMES

CLASS

DATE OF THIS REPORT

ABSENCES DAYS

SUBJECT	COURSE	TEACHER	MARK	GROUP AVERAGE	NUMBER IN GROUP	APPLICATION	GENERAL COMMENT
ENGLISH							

EXPLANATION OF COURSES

School Certificate Course - SC - Maximum Mark - 100

Higher School Certificate Courses

[illegible] Maximum Mark [illegible]
[illegible] Maximum Mark [illegible]
[illegible] Maximum Mark [illegible]
[illegible] Maximum Mark [illegible]
[illegible] Maximum Mark

[illegible]

APPLICATION

1. [illegible]
2. [illegible]
3. [illegible]
4. Reasonable Effort
5. Inconsistent Effort
6. Does not try, little work
7. Work is beyond capabilities

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Endeavour to Achieve

HIGH SCHOOL

SENIOR PROGRESS ADVICE

NAME ..... FORM ..... DATE .....

CONDUCT ..... ATTENDANCE ..... days absent

EXAMINATION SUBJECTS	U	M	P	N	A	F	REMARKS
ENGLISH							
MATHEMATICS							

NOTES

U: Units

Unit 3 150 marks
Unit 2 100 marks
Unit 2A 100 marks
Unit 1 50 marks

A: Application

V: Very Satisfactory
S: Satisfactory
N: Not always Satisfactory

M: Marks obtained
N: Number in units
P: Position in units
F: Unit recommended for future study

SCHOOL ACTIVITIES .....

COMMENTS .....

.....

.....

Form Master/Mistress

.....

Principal

.....

GIRLS' HIGH SCHOOL
The Boulevarde, [illegible]

7 5 2 9
7 [illegible] 23

REPORT: YEARS 7 — 10

Report on Sue JONES

Year 9

Period Feb. to June 1984

Days absent 12

Days Late 4

SUBJECT/COURSE	Grade awarded	No. of Grades	Class Mark %	Class Average %	Effort	COMMENT
ENGLISH	3	5	44	52	C	Sue can work harder W.S.
SCIENCE	4	5	35	58	D	Sue can work much harder L.P.
MATHEMATICS GENERAL	1	2			B	Sue is coping well with this course. L.G.
MUSIC					C	Satisfactory L.B.
PHYSICAL EDUCATION			76	40	A	A natural athlete in all fields D.F.
COMMERCE	3	5	45	60	D	Sue does not show much interest in this subject. Assignments show minimum effort H.M.
FRENCH			17	75	E	Sue shows no potential for learning this subject. C.deB.
ART			50	60	C	Practical work satisfactory, but Sue has fallen behind in written work K.P.

GENERAL COMMENT

GRADE Compared with all students on the course Highest 1

EFFORT

A — Excellent student

B — Industrious. Above average effort

C — Average effort

D — Lacking in effort. Needs constant reminding. Works only when directed

E — Unsatisfactory. Please make an appointment to discuss your daughter's lack of effort

YEAR PATRON

PRINCIPAL

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PERSONAL

"We come now to Item 3 on the agenda, ladies and gentlemen, which, as you can see, is the thorny issue of the confidential records of pupils' progress which are kept under lock and key in the school office"

"Before we go any further, headmaster, I must protest on behalf of the science staff at this gross insult to the professional integrity of myself and my colleagues. If we cannot be trusted to keep proper confidential records on pupils without having to throw them open for inspection by any Tom, Dick or Harry, then it is a sad day for the teaching profession".

"I'm sorry you feel so strongly about it, Mr Trubshaw, but I must correct what you have just said. The authority has ruled that all pupils' files must be made available for inspection only by parents or guardians, not by anyone who wishes to see them. This is why I propose to go through some of the files at this meeting to see what needs to be removed or altered"

"Surely, headmaster, we are not going to discuss the confidential file of every pupil in the school".

"No, Mrs Jackson, I propose we look at one or two just to decide about the kind of things that will need to be changed before parents come to inspect. So let us start with the third years and the file of Shane Abbot. I see Mr Trubshaw that you have written under the science entry 'A sly and oily creep whose only future is as a second-hand car salesman'. I know that the Morris Minor you bought from his father has given you a lot of trouble, but I wonder if you could amend this entry which his parents will, I am sure, find offensive".

"Amend it to what, headmaster?"

"Well, what about 'satisfactory work and progress'? Similarly I think we might need to dry-clean your English comment, Mrs Jackson, which reads 'A cruel misuser of the English language with the literary sensitivity of Norman Tebbit', since his mother is a local Conservative councillor. I am also concerned about the brevity of some of the entries. Under maths, for example, Miss Henson has simply written 'sime', for music it says 'the archetypal punk', and I take it your observation for art, Mr Jennings, which reads 'Who's he?' is meant as a joke".

"No headmaster, with only one lesson a week and 38 in the class I'm afraid I had to put that for everyone in the third year".

"Oh, I see. Well, one or two other little details did catch my attention.

Ted Wragg

Perhaps Miss Forsyth you could consider again your history comment 'Stupid boy, stupid parents, stupid name', and his one favourable comment in the third year options section which says 'excellent progress in German' will need to be deleted because he is actually in the craft and design class".

"Headmaster I must protest once more at this moral collapse. All you are doing is emasculating our sincerely held views and bowing to public and l.e.a. pressure. It is scandalous in a democratic society that we are not able to express ourselves freely in these confidential files".

"Well Mr Trubshaw, I have anticipated your reservations, so I have a suggestion which I think will meet your criticisms, and it is that we should in future write these reports in code".

"I'm sorry, headmaster, I don't follow".

"It's quite simple really. I looked through all the confidential files and picked out the most frequently recurring critical comments. Then I devised a code which consists of the most commonly used report clichés and matched them on a list which I shall circulate to all staff".

"I still don't understand headmaster".

"It's easy, Mr Trubshaw. If you want to describe someone as 'a sly and oily creep' you look at my list and see that the code is 'satisfactory work and progress'. Any slurs on parents, their integrity, sanity or moral standing is expressed in code as 'satisfactory progress and work'. In the case of the most common criticism of all, 'the pupil is a good-for-nothing, bone-idle waster and layabout,' the code is 'entirely satisfactory work and progress'. So you see you can say what you like but the parents will never know".

"That's brilliant, headmaster".

"I'm glad you like it, Mr Trubshaw. I actually got the idea from HMI reports." Well I assume staff will now go through all the files and insert the relevant coded phrases, so let us pass on to item 4 on the agenda which is the matter of my own confidential files on members of staff. Yes, what is it now Mr Trubshaw?"

"Headmaster, I must protest on behalf of the science staff at this gross insult to the professional integrity of myself and my colleagues. If we cannot be trusted to behave in a proper manner without you having to keep secret confidential files on us, then it is a sad day for the teaching profession".

"I do think you are being unnecessarily concerned. Since pupil files are to be open for inspection I am proposing that staff should also be able to see the contents of their own files. When you read your file you will see that you have nothing to be anxious about Mr Trubshaw, as I regard the work and progress of both yourself and your science colleagues as entirely satisfactory."

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Cheque-book reporting

GIRLS HIGH SCHOOL

Progress Report on .....

GIRLS HIGH SCHOOL—PROGRESS STATEMENT

DATE ..... ROLL .....

YEAR ..... GROUP .....

..... (First Name) ..... (Surname)

ATTENDANCE: ..... days absent. PUNCTUALITY .....

Subject	Mark

HIGH SCHOOL—SUBJECT REPORT

Name Rachael

Subject BIOLOGY Class 12B2 Teacher Mrs Hall Date Apr '84

UNIT - YRS. 11, 12

COMMENTS:

Rachael is an excellent student of Biology. I all her

GIRLS HIGH SCHOOL—SUBJECT REPORT

Name JODIE

Subject CHEMISTRY Class 12Ch2 Teacher MRS HALL Date Apr '84

UNIT - YRS. 11, 12: 2

MARK: 5/13

CLASS AVERAGE: 6/13

COMMENTS:

1984's work, so far has been for one elective only and although Jodie has completed the assignments and most of the practical reports there are areas in Jodie's work which show she needs to revise her year 11 work thoroughly and seek advice whenever difficulties arise. I'd also like to see her get more involved in classwork.

C Hall.

"The cover is filled out by the year patron as is the progress statement page and each subject department teacher fills out his/her own report. These get stapled together. The first copy goes home - the second copy is attached to the pupil record card and the subject Head gets the third copy. It's quite a laborious and tedious process, but the feedback from parents makes it worthwhile."

The following points are worth noting:

(1) The standardized information on each report is computerized; staff have to write in only the mark, the average, the place and the effort together with their comments. We have been pleased with the success of this system.

(2) There are three copies of each report: the original is posted home at the end of term, the yellow copy is in the boy's School file and the pink copy (which I haven't enclosed) is kept in the Housemaster's file on the boy. In this School the Housemaster is the principal person with whom parents confer and so the House file is a vital one.

With good wishes,

Yours sincerely,

I.F. [illegible]
Second Master

P.S. We do have such boys as J.W. Smith in the School though they are balanced by a goodly number at the other end.!

This cover goes around the material on the next two pages.

NEXT TERM

BOARDERS RETURN on MONDAY MAY 21st BY 8.30 p.m.

CLASSES RESUME on TUESDAY MAY 22nd

SCHOOL
TERM REPORT

TERM 1, 1984

EFFORT

1 – Excellent
2 – Good
3 – Average
4 – Below Average
5 – Unsatisfactory

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SMITH, J.W.

FORM 5

BAKER HOUSE

TERM 1, 1984

The usual high standard of careful hard work, cheerful good humour, and John's wide involvement in all types of School and House activities have combined to produce another outstanding term. Well done!

Barry Cross

B.J. Cross
Housemaster

SMITH, J.W.

5A ENGLISH

EXAM MARK: 40%

EXAM AVERAGE: 55%

BAKER HOUSE

TERM 1, 1984

PLACE IN COURSE: 104/126

EFFORT: 2

He thinks logically and writes well. I am satisfied with his progress in spite of his poor mark which I consider to be anomalous. If I have a criticism it is that he should try to be more original in his answers.

R.C. Bloomfield

SMITH, J.W.

5A MATHEMATICS 3/4 UNITS

EXAM MARK: 90%

EXAM AVERAGE: 64%

BAKER HOUSE

TERM 1, 1984

PLACE IN COURSE: 1/18

EFFORT: 1

A fine student whose conscientious efforts have produced excellent results.

W.S. Campbell

SMITH, J.W.

5A PHYSICS 2 UNIT

EXAM MARK: 92%

EXAM AVERAGE: 68%

BAKER HOUSE

TERM 1, 1984

PLACE IN COURSE: 3/71

EFFORT: 1

An excellent effort from a most able and reliable fellow.

Well done.

J.C. Mitchell

SMITH, J.W. BAKER HOUSE

5A CHEMISTRY 2 UNIT TERM 1, 1984
EXAM MARK: 90% PLACE IN COURSE: 6=/59
EXAM AVERAGE: 69% EFFORT: 1

John has worked with steady enthusiasm and solid industry to produce a very fine term's results. Attention to definitions and all basic learning work is needed if the 90% mark is to increase.

N.E. Warren

SMITH, J.W. BAKER HOUSE

5B ECONOMICS TERM 1, 1984
TERM MARK: 78% PLACE IN COURSE: 13/54
COURSE AVERAGE: 65% EFFORT: 1

John is going well enough at this stage. He will need to read more, make more notes, and practise more essays as next term unfolds - particularly current economic material.

P.W. Andrew

SMITH, J.W. BAKER HOUSE

ACTIVITY: CRICKET, 3rd XI TERM 1, 1984

John has a smooth, natural bowling action and with concentration on line and length will develop into a very useful swing bowler. His batting suffers because he does not get his feet behind the line.

J.T. Tanner

SMITH, J.W. BAKER HOUSE

ACTIVITY: PRINCESS IDA TERM 1, 1984

Fitting "Gama" into his hectic schedule was no mean feat for John, and the result was as thought-out, polished and creative as we have come to expect of him. An excellent effort.

G.F. Jagger

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NAME

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ASSESSMENT REPORT

LEVELS OF ACHIEVEMENT 1 - 5

1. EXCELLENT.
2. GOOD.
3. SATISFACTORY.
4. BELOW AVERAGE.
5. POOR.

7 REPORTS ARE ENCLOSED FOR THIS ASSESSMENT.

3½ DAYS ABSENT DURING LAST HALF YEAR.

YEAR PATRON

If Lawrence is to realise his potential in the School Certificate he must settle down in class and complete all work that is set for him.

He must learn to control his actions and get on with the task in hand.

A large improvement is needed in his attitude to his school work.

A Rudd.

PRINCIPAL

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ENGLISH DEPARTMENT

REPORT ON Lawrence

ENGLISH CLASS 3C2

PERIOD ENDING June 1984

1 2 3 4 5

READING

WRITING (WRITTEN EXPRESSION)

LISTENING

SPEAKING

TEACHER'S COMMENTS

Lawrence is not putting in the effort that is necessary if he is to achieve success in this subject. Lawrence's attendance has been poor this year. He has said little in class and has been disruptive. His work has been of a very poor standard.

SUBJECT MISTRESS

CLASS TEACHER

57 69

THE NEW PROGRESS REPORT

This year we are going to try the new report format. When the Staff Meeting last year decided that our Reports were inadequate, we decided that the leaflet form would be preferable. The completed Report will include:

1. A Report from each Subject Teacher:
2. A Report from each Activity Teacher:
3. A Report from the Form Masters/Mistress:
4. A leaflet on which parents are asked to comment and return.

THE SUBJECT REPORT

The Subject Teachers will obtain the Reports from the Subject Masters/Mistress. Please be frank in your comments and be both positive and negative if the situation warrants. Do not relate your comments too heavily to the exam. It is a good opportunity to report to the parents on their son's progress to date - perhaps attendance, punctuality, effort or inattention in class, homework, assignments, future prospects, advice, diagnostic comment etc. The completed class set of Reports is returned to the Subject Masters/Mistress.

THE ACTIVITY REPORT

This is an opportunity to report on the non class-room activity of any of your students. There may be non-examination Subjects you would like to comment on. I see a need for this in the P.E., Sport, Debating, Careers, Music, Prefects, etc. areas. The comment, again, could be of as much or little detail as you wish.

Examples: (a) Peter has had a good season of Under 14 Years Cricket. He has been the most regular attender at training. Next season he should concentrate on his medium pace bowling as this is where he will find most success.

(b) Tony has a great deal of gymnastics potential. I am concerned that he is too heavy for his age. If he is more careful of his diet, I'm sure he will perform much better in his physical activities.

(c) Frank has been a member of our Senior Debating Team. As our Opening Speaker, he always very clearly outlines his team's case. I expect him to continue as First Speaker during this year.

These Activity Reports are available from me and are to be returned to the Form Masters/Mistress. They can be completed at any time prior to, or during the exam period.

THE FORM MASTERS/MISTRESS' REPORT

The Form Master/Mistress is in the position of giving an overall comment and advice on the student. He/she has the picture of attendance, punctuality and referral problems during the term. Because the Form Master/Mistress may well have had consultations with the parents during the term, he may be aware of the specifics on which they need information.

THE FINAL REPORT

The Final Report will be collated by members of the Ancillary Staff. The carbon copy of Subject Reports will be kept at the Central File. The parents will be expected to return a comment note to the Form Master/Mistress.

Please give this new Report a serious effort this year. We will evaluate your views on its success/failure, as well as those of the parents and students, later in the year. Its success will depend on your frankness and diligence, but the students stand to benefit from your efforts.

Deputy Principal.

HIGH SCHOOL

Subject Report

Science 10S1

EXAM. 72%

MARK ..... POSITION IN CLASS 9/26 POSITION IN YEAR 121/141

CLASSWORK: 81%

NAME: LAWOOD ..... David ...

David has performed well in all aspects of his assessment. However, his assignments could be more thoroughly done. More revision of all his work, three - four days before an exam, is recommended. Diagrams and drawings are good.

J. Carlisle

71

60

HIGH SCHOOL
SCIENCE FACULTY REPORT

Report on Jimmy BLOGGS

Science Class 9Sc 2 Number of teaching groups 11

1. Academic Progress. %Mark 83 Position in class 3/27

Jimmy's test average suggests good understanding and knowledge.

Levels of achievement: 1. Outstanding; 2. Above Average: 3. Average: 4. Below Average: 5. Unsatisfactory

2. Assignment/Excursion Work. Level 2

Jimmy completed a very good assignment in our Food topic and completed successfully his notes on the excursion to Bondi.

3. Bookwork. Level 2

A very neat and tidy book shows a good effort from Jimmy.

4. Attitude/Conduct. Level 1

Jimmy always tries hard in his work and is cooperative at all times

5. General Comment. Jimmy is showing very pleasing progress and is a most useful member of the class.

Teacher Signature A. Nacademic

REPORT AND REFERENCE FOR:

_____

_____

AS THIS REPORT CONTAINS VALUABLE REFERENCE MATERIAL IT SHOULD BE KEPT IN A SAFE PLACE. LOST REPORTS CANNOT BE REPLACED.

ATTENDANCE: NO. OF DAYS ABSENT_____

NO. OF REPORTS_____

ADDITIONAL SCHOOL ACTIVITIES

FURTHER COMMENTS

YEAR MASTER'S SIGNATURE _____

PRINCIPAL'S SIGNATURE._____

THESE REPORTS ARE ISSUED WITHOUT CORRECTION OR ERASURE.

P.O.Box 241

Phi E 35

HIGH SCHOOL

Galang Avenue,

STUDENT EVALUATION DEPARTMENT

Name Class

Teacher Period From to 19

MARK	CLASS POSITION	YEAR GRADE

ATTITUDE	PROGRESS	CONDUCT
Excellent	Excellent	Excellent
Good	Good	Good
Fair	Fair	Fair
Poor	Poor	Poor

COMMENTS _____

_____

_____

_____

_____

Teacher's Signature Date Subject Supervisor

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P.O. Box 241
Ph: 6 [illegible]3

[illegible] HIGH SCHOOL
Kalang Avenue,
[illegible]

ENGLISH DEPARTMENT

STUDENT EVALUATION

Pupil's Name _____ Class. _____

Teacher _____ Period. From _____ to _____ 19 ____

MARK		CLASS POSITION		YEAR GRADE	

ATTITUDE		PROGRESS		CONDUCT	
Excellent		Excellent		Excellent	
Good		Good		Good	
Fair		Fair		Fair	
Poor		Poor		Poor	

COMMENTS _____

_____

_____

_____

_____

_____ _____ _____

Teacher's Signature Date Subject Master's Signature.

PARENTS We would be pleased to see you at any time. Simply telephone us on 6[illegible]3, if you would like to talk with us.

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High School

HALF YEARLY SUBJECT REPORT

Name 19

Subject Class

Course _____

ACADEMIC ACHIEVEMENT

MARK	GRADE	POSITION IN CLASS/COURSE
/	/	/

WORK REPORT	VERY GOOD 1	2	3	4	POOR 5	NON APPLIC
1 Effort						
2 Self Motivation						
3 Attentiveness to directions						
4 Presentation and organisation						
5 Reliability and care in Homework						
6 Punctuality and care in Assignments						
CLASS CITIZENSHIP						
1 Lesson participation						
2 Behaviour in Class						
3 Courtesy to Staff and Students						
4 Responsiveness to guidance						
5 Co-operation with others						

REMARKS: _____

_____

_____

_____

_____ TEACHER

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MATHEMATICS DEPARTMENT

PUPIL EVALUATION AND REPORT

Pupil's Name

Class Teacher

Pupil's Position in Class

GENERAL COMMENTS

Class Participation

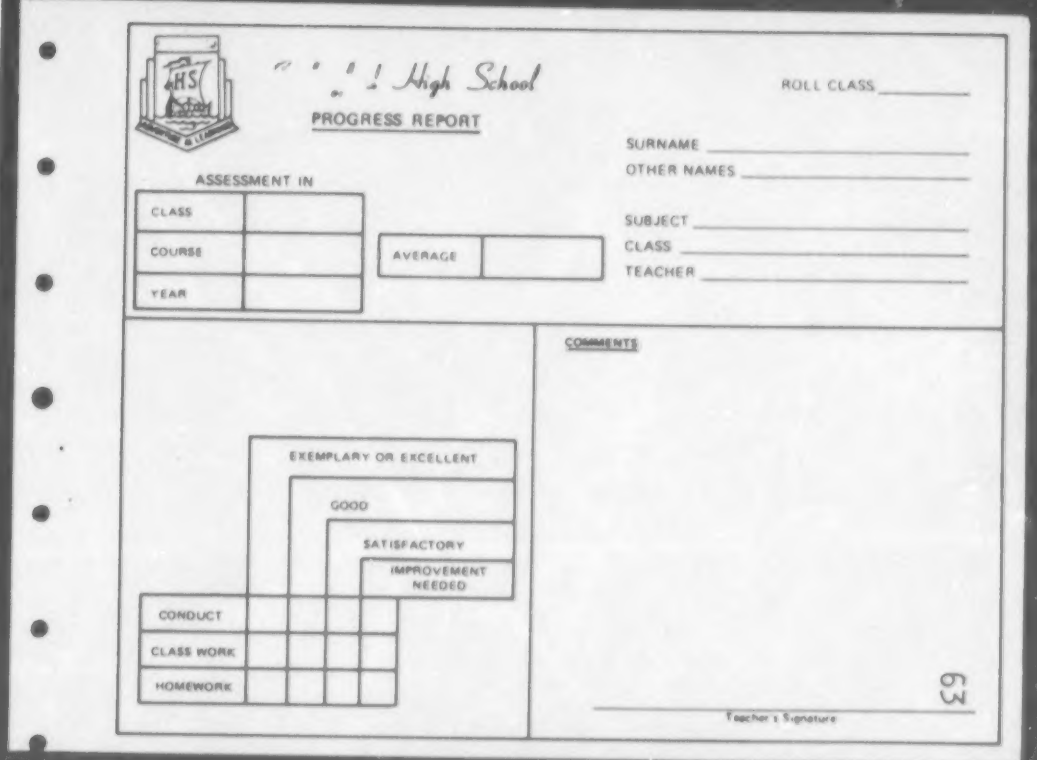
Written Work

Homework Assignments

Recommendations

Class Teacher's Signature Date Subject Master's Signature

This form issued without correction or erasure



! ! ! High School

PROGRESS REPORT

ROLL CLASS

SURNAME

OTHER NAMES

SUBJECT

CLASS

TEACHER

ASSESSMENT IN

CLASS	
COURSE	
YEAR	

AVERAGE

COMMENTS

	EXEMPLARY OR EXCELLENT	GOOD	SATISFACTORY	IMPROVEMENT NEEDED
CONDUCT				
CLASS WORK				
HOMEWORK				

Teacher's Signature

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SCIENCE - YEAR 10

STUDENT .....

Each student in Year 10 is required to study six units of Science Electives. Each unit consists of a course covering six weeks and is examined at the end of the course. Some courses are regarded as the equivalent of two units and are spread over twelve weeks.

Column 1 - month course completed
2 - mark gained
3 - position in course
4 - attitude and application mark

YEAR	Units	1	2	3	4
1. Ecology	2	12	48	14/18	3
2. Digital Electronics	2				
3. Practical Chemistry	2				
4. Building Science	1				
5. Household Science	1				
6. House Plants	1				
7. Landscaping	1				
8. Lifestyle	1				
9. Human Biosciences	1				
10 Minibeasts	1	9	48	14/21	4
11 Motor Cars	1				
12 Ornithology	1				
13 Plant Propagation	1				

UNIT	MARK	POSITION IN UNIT

NOTE

EACH UNIT IS WORTH A MAXIMUM OF 50 MARKS

Comments

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DATE

Class Teacher _____

78 Subject Head _____

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[This form is used for Year 7 only]

. HIGH SCHOOL

NAME William Farrar

CLASS 71B DATE 13/6/84

SUBJECT	SATISFACTORY	UNSATISFACTORY	COMMENTS SIGNATURE
Agriculture	✓		William grows wheat well
Art	✓		William draws wheat well
Home Science	✓		William is a good bread maker
Music	✓		William still insists that Handel wrote "The Wheat Music".
Physical Education	✓		William's wheat harvesting exercises are "different".
Technics		✓	Williams wheat table failed the stress test
Textiles & Design	✓		Williams wheat dresses will sell well in Pago Pago.

! HIGH SCHOOL

NAME Elizabeth Windsor

SUBJECT Science

CLASS 9S3 DATE 8/6/84

Elizabeth has been working quite well in science. Her laboratory skills are improving as are her understandings of science concepts. Elizabeth would benefit from a little more participation in class

Albert Einstein

Class Teacher

Please read comments on the title page of the report carefully

Position in class	17/27
Position in group	—
Attitude	B
Parent/Teacher interview recommended	Yes ✓ / No

A — Excellent B — Good C — Satisfactory D — Poor E — Unsatisfactory

! HIGH SCHOOL

NAME Marie Curie

SUBJECT Science

CLASS 10S2

DATE 24 May 1984

Marie is a cooperative student who is working well in class. The results of her assessments indicate that she is achieving well in science, despite the fact that she is developing a fetish for young Roentgen. Her passion for radiation needs to be curbed.

S Crocker

Class Teacher

Please read comments on the title page of the report carefully.

Position in group for this subject. 3

Number in group taking this subject. 29

PROFILE REPORTS

INFORMATION CONCERNING THE SCIENCE REPORT

The Science Report consists of three parts...

1) A percentage mark and a grade which indicates the student's average performance on tests relative to all other students in year 10.

2) The Teacher's comment which indicates the student's strenghts and weaknesses and suggests ways by which the overall performance of the student might be improved. It may also indicate the achievement of the student relative to her ability.

3) The Skills Profile Which indicates the relative performance of each student in eleven skills selected by the members of the Science Department of the school. It is considered that possession of these skills is important in a balanced Science education.

HOW TO INTERPRET THE SKILLS PROFILE

The grading advice in the skills profile indicates the average performance of the student in each skill relative to the other students in her year.

The table below shows the student groupings used to make the grade comparisons, along with the average number of students achieving each grade, and the equivalent grade on the more commonly used five grade system.

PROFILE GRADE	% STUDENTS IN PROFILE GRADE	AVERAGE NUMBER IN GRADE	GRADE ON 5 GRADE SYSTEM
1	top 10%	12	1
2	upper 20%	24	2
3a	top middle 20%	24	3
3b	low middle 20%	24	
4	lower 20%	24	4
5	low 10%	12	5
NA	Skill has not been assessed for this student		

The science staff have also made an attempt, by the use of standard tests, and by discussing individual performances, to set minimum standards for the achievement of grades 1 and 2.

In this way it is hoped that the skills profile gives an indication not only of each student's performance relative to her peers at school, but also of her performance relative to her peers in New South Wales.

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[redacted] HIGH SCHOOL *** SCIENCE DEPARTMENT

report on _____ Year 10, _____ 1978

	%	GRADE.
KNOWLEDGE OF CONTENT OF COURSE		

TEACHER'S COMMENT

appropriate grade in ticked

SKILLS PROFILE	PROFILE GRADES						
ANALYSIS	1	2	3a	3b	4	5	NA
COMPREHENSION	1	2	3a	3b	4	5	NA
DIAGRAMS	1	2	3a	3b	4	5	NA
GRAPHS & TABLES	1	2	3a	3b	4	5	NA
LOGICAL THINKING	1	2	3a	3b	4	5	NA
MANUAL SKILLS	1	2	3a	3b	4	5	NA
MATHEMATICS	1	2	3a	3b	4	5	NA
OBSERVATION	1	2	3a	3b	4	5	NA
PRESENTATION	1	2	3a	3b	4	5	NA
RESEARCH	1	2	3a	3b	4	5	NA
VERBAL SKILLS	1	2	3a	3b	4	5	NA

A model for a Science profile.

SCIENCE INTEREST

- ☐ Shows a lively interest in all areas of Science.
- ☐ Shows a strong interest in many areas of Science.
- ☐ Shows a special interest in some areas of Science.
- ☐ Shows a general interest in Science.

SCIENCE KNOWLEDGE

- ☐ Has a wide command of the facts, ideas and laws.
- ☐ Has a good command of the facts, ideas and laws.
- ☐ Knows many of the facts, ideas and laws.
- ☐ Knows the basic facts, ideas and laws.

PROBLEM SOLVING

- ☐ Solves complex and unfamiliar problems without prompting.
- ☐ Solves complex problems.
- ☐ Solves routine problems.
- ☐ Solves simple problems.

EXPERIMENTAL DESIGN

- ☐ Acts independently to design complex experiments.
- ☐ Can design effective experiments.
- ☐ Can design simple experiments.
- ☐ Can carry out simple experiments if given instructions.

USE OF EQUIPMENT

- ☐ Uses all standard laboratory equipment safely and efficiently.
- ☐ Uses most laboratory equipment satisfactorily.
- ☐ Uses simple laboratory equipment satisfactorily.
- ☐ Uses simple laboratory equipment correctly with supervision.

STUDENT PROGRESS REPORT
Pine View School

MARKING PERIOD
From _____ To: _____

STUDENT _____

TEACHER _____

SARASOTA COUNTY
SARASOTA, FLORIDA

	PERFORMANCE				
	CONSISTENTLY	USUALLY	RARELY	INSUFFICIENT EVIDENCE FOR JUDGMENT	COMMENTS
APPRAISAL OF LEARNING AND MASTERY OF CONTENT STUDIED					
Shows evidence of knowing:					
Terminology					
Facts and/or Principles					
Concepts					
Theories, and/or conceptual schemes					
Can explain or interpret to show comprehension					
Makes appropriate applications to new situations					
Shows thinking by:					
Logically reaching the acceptable response (convergent thinking)					
Producing many acceptable answers and/or presenting creative ideas (divergent thinking)					
SCIENCE AS A WAY OF DOING THINGS					
Formulates workable hypotheses					
Defines operationally					
Formulates appropriate models					
Devises relevant experiments					
Collects and organizes data systematically					
Interprets and analyzes data adequately					
Makes necessary reformulations					
Draws reasonable conclusions					
Communicates clearly					
Makes adequate applications					
ATTITUDE IN THE LABORATORY					
Is attentive					
Participates					
Makes appropriate value judgments					
FIELD AND LABORATORY SKILLS					
Comprehends methods					
Applies skills and techniques					
Operates equipment properly					
Cares for and maintains equipment adequately					
Demonstrates proper management of living things					
SHOWS EVIDENCE OF CREATIVITY					
ADVEX TIME USE:					
USE OF ANCILLARY SKILLS					

1. Math 2. Lang. Arts 3. Library 4. Safety
5. Fulfilling Obligations 6. Social Responsibility
7. Self-direction 8. Initiative 9. Comportment
10. General attitude.

Science Department Aims

A. For Students

1. Extend knowledge and understanding of basic scientific explanations for everyday phenomena.
2. Encourage the application of scientific knowledge to everyday situations.
3. Encourage an understanding of advances in technology and their application to everyday life.
4. Develop scientific skills, such as observing, tabulating, interpreting, diagram drawing, graphing etc.
5. Develop manipulative skills.
6. Develop logical thinking abilities, such as inferring, hypothesising deducing, concluding.
7. Encourage interest and understanding of the world around us.
8. Develop social interaction, tolerance and self esteem through group and individual work.

B. For the Science Department

1. Stress safety factors in class.
2. Recognize student individuality.
3. Ensure students recognize their rights and responsibilities to each other.
4. Use a non-sexist, non-racist approach to classroom teaching.
5. Develop programmes relevant to present day society and technology.
6. Encourage a pleasant classroom atmosphere and enjoyment of Science.

C. For the Science Department within the School Community.

1. Work with other faculties in program development.
2. Work closely with the schoolhierarchy in the application of Science Department aims.
3. Encourage community awareness of Science Department aims.

This refers to the page opposite →

STUDENT: _____

SCIENCE CLASS: _____

ROLL CLASS: _____

TEACHER: _____

DATE: _____

	RATING					COMMENTS
A. KNOWLEDGE	A	B	C	D	E	
1. RECALL OF FACTS						
2. COMPREHENSION OF CONCEPTS						
3. APPLICATION OF KNOWLEDGE						
B. SKILLS						
1. PRACTICAL						
2. RESEARCH						
3. COMMUNICATION OF IDEAS						
C. SCIENTIFIC ATTITUDES						
1. UNDERSTANDING OF USES AND LIMITATIONS OF SCIENCE						
2. ENVIRONMENTAL AWARENESS						
D. ATTITUDE TO WORK						
1. GROUP WORK						
2. INDIVIDUAL						
3. APPLICATION						
4. CONDUCT						
TEST MARKS						
½ YEARLY MARK(YR.10)						
YEARLY MARK						

RATING. A = Excellent
B = Good
C = Satisfactory
D = Poor
E = Unsatisfactory

COMMENTS
TEACHER: _____

HEAD OF SCIENCE _____

PARENTS ACKNOWLEDGEMENT - Tear along line and return to teacher.

SIGNATURE: _____ DATE: _____

COMMENTS: _____

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GIRLS HIGH : MATHEMATICS DEPARTMENT RECORD CARD

SURNAME: FIRST NAME: C.T. Total

Year	Class	Course	Teacher

COMMON TESTS (%) 1. 2. 3. 4. 5.

HALF YEAR C.T. Total / Position; CLASS ASSESSMENT % / Position

YEARLY EXAM / Position; CLASS ASSESSMENT / Position

PROJECT	FIELD TRIP	ASSIGNMENT

A = Good; B = Satisfactory; C = Requires Improvement

Classwork			
Homework			
Attitude			
Conduct			

COMMENTS:

Mastery of skills and concepts
- ○ exceptional
- ○ very good
- ○ acceptable
- ○ less than acceptable

Participation
- ○ takes part eagerly
- ○ contributes to class
- ○ quiet but alert
- ○ passive spectator
- ○ noisy, disruptive

Responsibility
- ○ is well prepared
- ○ usually dependable
- ○ is unreliable

Initiative
- ○ is a self starter
- ○ needs some direction
- ○ needs prodding

Perseverance
- ○ finishes the task
- ○ discourages easily
- ○ work not finished

Organisational ability
- ○ uses time efficiently
- ○ plans well with help
- ○ wastes time

Written Work
- ○ is clear and concise
- ○ satisfactory
- ○ unsatisfactory

SURNAME: FIRST NAME: C.T. Total

Year	Class	Course	Teacher

COMMON TESTS (%) 1. 2. 3. 4. 5.

HALF YEAR C.T. Total / Position; CLASS ASSESSMENT % / Position

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- ○ wastes time

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- ○ satisfactory
- ○ unsatisfactory

You can even do it by computer:

1. IS A CONSISTENTLY GOOD SPELLER
2. MUST GIVE MORE ATTENTION TO BEING ABLE TO SPELL COMMON SCIENCE WORDS
3. HAS EXPERIENCED SOME DIFFICULTY IN COPYING CORRECTLY OFF THE BOARD OR FROM BOOKS
4. HAS DIFFICULTY WITH SPELLING BECAUSE OF POOR PRONOUNCIATION SKILLS
5. HAS DIFFICULTY WITH SPELLING BECAUSE OF POOR WRITING SKILLS
6. KEEPS A NEAT WELL PRESENTED BOOK.
7. NEEDS TO PAY MORE ATTENTION TO DRAWING NEATLY
8. NEEDS TO IMPROVE WRITING SKILLS
9. HAS FAILED TO BRING HIS/HER SCIENCE BOOK ON A NUMBER OF OCCASIONS
10. HAS NOT KEPT HIS/HER BOOK COVERED ALL YEAR
11. HAS FAILED TO KEEP A COMPLETE SET OF NOTES AND THIS HAS AFFECTED THE TOPIC TESTS RESULTS
12. HAS FAILED TO DO CORRECTIONS
13. AFTER SEVERAL REMINDERS DURING THE YEAR NO ASSIGNMENTS WERE HANDED IN FOR MARKING.
14. HAS ONLY ATTEMPTED 1 OF THE 5 ASSIGNMENTS
15. HAS ONLY ATTEMPTED 1 OF THE 5 ASSIGNMENTS
16. HAS ONLY ATTEMPTED 2 OF THE 5 ASSIGNMENTS
17. HAS ONLY ATTEMPTED 3 OF THE 5 ASSIGNMENTS
18. HAS ONLY ATTEMPTED 4 OF THE 5 ASSIGNMENTS
19. HAS ATTEMPTED ALL ASSIGNMENTS - A PLEASING EFFORT
20. NEEDS TO IMPROVE LIBRARY SKILLS TO BE ABLE FIND INFORMATION FOR ASSIGNMENTS
21. PRESENTS NEAT WELL THOUGHTOUT ASSIGNMENTS
22. ASSIGNMENTS HAVE TENDED TO BE TOO BRIEF OR SUPERFICIAL FOR GOOD MARKS TO AWARDED.
23. IE ASSIGNMENTS HAVE TENDED TO BE COPIES OF SLABS OUT OF BOOKS RATHER THAN BEING EXPRESSED IN HIS/HER OWN WORDS
24. HAS DIFFICULTY WITH MULTIPLE CHOICE QUESTIONS, IE PICKING THE MOST CORRECT ALTERNATIVE
25. HAS DIFFICULTY IN EXPRESSING HIM/HERSELF IN SHORT ANSWER QUESTIONS
26. HAS DIFFICULTY WITH COMPREHENSION EXERCISES
27. HAS DIFFICULTY WITH QUESTIONS INVOLVING CALCULATIONS
28. FINISHES TESTS EARLY AND DOESNOT RECHECK THE ANSWERS
29. RESULTS SHOW THAT
30. HE/SHE IS AN ATTENTIVE AND CONSISTENT WORKER IN CLASS
31. IS ABLE TO DRAW NEAT SCIENTIFIC DIAGRAMS
32. IS A BEHAVIOR PROBLEM IN CLASS
33. IS ABLE TO DRAW A VARIETY OF GRAPHS FROM A SET OF INFORMATION
34. IS ABLE TO RECOGNISE AND INTERPRET TRENDS IN DATA
35. OFTEN DOESNOT BRING ADEQUATE WRITING EQUIPMENT
36. IS ABLE TO ASSIMILATE LABORATORY SAFETY RULES AND PROCEDURES INTO HIS/HER EXPERIMENTAL WORK
37. HAS SHOWN SOME APPRECIATION OF THE NEED FOR ACCURATE MEASUREMENT IN THE ADVANCE-MENT OF SCIENCE
38. ABLE TO SET SCIENTIFIC APPARATUS CORRECTLY
39. WORK HAS SUFFERED AS A RESULT OF TALKING AND/OR LACK OF ATTENTION
40. COULD IMPROVE HIS/HER ATTITUDE TO SCHOOL WORK IN GENERAL
41. CO-OPERATES WITH THE TEACHER AND HAS A GENERAL DESIRE TO WORK CONSISENTLY
42. HAS DIFFICULTY IN UNDERSTANDING DURING CLASS DISCUSSIONS
43. NEEDS TO PAY MORE ATTENTION DURING CLASS AND OBEY INSTRUCTIONS WHEN GIVEN
44. MUST LEARN TO RESPECT THE RIGHTS OF OTHERS
45. CONTRIBUTES POSITIVELY IN CLASS
46. SHOULD TRY AND PARTICIPATE MORE ACTIVELY IN CLASS
47. IS CAPABLE OF ACHIEVING HIGHER STANDARDS
48. HAS DIFFICULTY IN UNDERSTANDING DURING CLASS DISCUSSIONS
49. FOLLOWS LESSONS & DISCUSSIONS QUITE INTENTLY & IS DEVELOPING A SERIOUS ATTITUDE TOWARDS THE SUBJECT
50. NEAT ASSIGNMENT BUT NEEDING MORE DEPTH
51. ASSIGNMENTS SEEM TO HAVE BEEN RUSHED
52. PRESENTED GOOD INFORMATION BUT DID NOT USE IT TO ADVANTAGE
53.
54.
55.
56.
57.
58.

70. HAS SUCH A POOR UNDERSTANDING OF BASIC CONCEPTS BECAUSE
71. WHILE A LOT OF WORK HAS BEEN MISSED BECAUSE OF ABSENCES
72. A QUIET, EFFICIENT AND WELL-MANNERED STUDENT.
73. HAS A GOOD ATTITUDE AND WORKS HAPPILY TO CAPACITY.
74. IS A VERY RELIABLE AND DEPENDABLE STUDENT.
75. IS A QUIET STUDENT WHO WOULD BENEFIT FROM MORE PARTICIPATION IN GROUP WORK.
76. NEEDS TO MAKE MORE EFFORT IN THIS SUBJECT.
77. IS EASILY DISTRACTED, AND NEEDS TO BE MORE ATTENTIVE AND INDUSTRIOUS.
78. THIS RESULT DOES NOT REVEAL
79. RECENT IMPROVEMENT IN ATTITUDE HAS BEEN REFLECTED IN THIS RESULT.
80. HAS OBVIOUS ABILITY IN THIS SUBJECT, BUT A NEGATIVE ATTITUDE HAS LED TO THIS RESULT.
81. HAS EXPERIENCED DIFFICULTY ADJUSTING TO THE NEW SCHOOL.
82. GAINED GREATER CONFIDENCE OF LATE.
83. IS SOMETIMES TALKATIVE AND INTERRUPTIVE.
84. IS OCCASIONALLY RUDE AND IRRESPONSIBLE. A CHANGE OF ATTITUDE IS IMPERATIVE.
85. IS WORKING WELL IN CLASS BUT NEEDS TO MORE EFFORT INTO HOMEWORK.
86. MUST HAND IN ASSIGNMENTS ON TIME.
87. DISAPPOINTING TEST RESULTS LOWERED
88. IS MAKING A MINIMUM EFFORT IN CLASSWORK AND ASSIGNMENTS. A MORE PRODUCTIVE ATTITUDE MUST BE ADOPTED.
89. POSSESSES KEEN OBSERVATION SKILLS AND USES THESE TO ADVANTAGE.
90. HAS A GOOD UNDERSTANDING OF THE TECHNOLOGY ASSOCIATED WITH THIS SUBJECT.
91. DISPLAYING CONSIDERABLE PROFICIENCY IN ALL PRACTICAL AND THEORETICAL ASPECTS OF THIS SUBJECT.
92. DISPLAYS CREATIVE ABILITY AND DIVERGENCY OF THOUGHT.
93. HAS OUTSTANDING ABILITY IN COMMUNICATING ORIGINAL IDEAS.
94. POSSESSES LEADERSHIP SKILLS WHICH HAVE BEEN UTILISED WELL IN THIS AREA.
95. COULD PRODUCE HIGHER QUALITY WORK IF MORE TIME WAS DEVOTED TO STUDY AND LESS TO SOCIALISING.
96. CONCENTRATION LAPSES. THIS HAS LED TO POOR BOOK WORK AND RETENTION OF LESSON MATERIAL.
97. NEEDS SELF DISCIPLINE.
98. HAS AN UNTIDY APPROACH TO WORK IN THIS SUBJECT, AND NEEDS TO ORGANISE ASSIGNMENTS AND BOOK WORK.
99. NEEDS TO DEVELOP A REGULAR REVISION PROGRAM.

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This school has not been rendered anonymous: they deserve all the credit that professional colleagues give them!

(Student's Name)

TEXTILES AND DESIGN

GRADE AWARDED

KNOWLEDGE AND RESEARCH					
Evaluation of a wide variety of information and formulation of reasoned conclusions.	A	B	C	D	E
Ability to research and organise information.	A	B	C	D	E
Retention and recall of factual information.	A	B	C	D	E
Quality of class book work.	A	B	C	D	E
SKILLS					
Independent and competent application of complex verbal instructions.	A	B	C	D	E
Application of theoretical information to practical situations.	A	B	C	D	E
Competency in practical preparation and presentation.	A	B	C	D	E
Understanding and use of tools and equipment.	A	B	C	D	E
Ability to work independently with initiative.	A	B	C	D	E
Quality of completed practical work.	A	B	C	D	E
COMMUNICATIONS					
Verbal communication to show understanding of work.	A	B	C	D	E
Ability to communicate clearly through writing.	A	B	C	D	E
Clarity of verbal expression of thoughts.	A	B	C	D	E
ATTITUDE					
Ability to submit work when required.	A	B	C	D	E
Behaviour in respect to work and regard for safety regulations	A	B	C	D	E
Ability to work in harmony with peers.	A	B	C	D	E
Level of initiative, effort and self motivation.	A	B	C	D	E
Level of attitude and interest towards the subject.	A	B	C	D	E

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DUVAL HIGH SCHOOL

NAME ..... CLASS ..... DAYS ABSENT .....

EXTRA-CURRICULAR ACTIVITIES ..... DATE .....

COURSE	EFFORT	ACHIEVEMENT YEAR	ACHIEVEMENT CLASS	REMARKS
ENGLISH				
MATHEMATICS ADV/INTERMED/ GENERAL				
SCIENCE				
HISTORY/ GEOGRAPHY				
PHYSICAL EDUCATION				
ELECTIVE 1				
ELECTIVE 2				
INDIVIDUAL AND SOCIETY				
GRADING KEY	A to D	A to E		A represents the top grade

ADDITIONAL COMMENT :

79

..... Year Patron

WITHOUT ALTERATION

93

..... Principal

SAMPLE

(Student's Name)

LI...

ABILITY	Understands the content and conceptual implications of written material.	( )
	Understands all appropriate written material.	( )
	Understands uncomplicated ideas expressed in simple language.	( )
	Can read most everyday information such as notices or simple instructions.	( )
	Is unable to read.	( )
WRITTEN	Has achieved a high standard in formal and creative writing.	( )
	Competent in formal and creative writing.	( )
	Satisfactory in formal and creative writing.	( )
	Can write simple messages, instructions and compositions.	( )
	Has difficulty writing.	( )
LISTENING	Acts independently and intelligently on complex verbal instructions.	( )
	Can interpret and act on most complex instructions.	( )
	Can interpret and act on straightforward instructions.	( )
	Can carry out simple instructions with supervision.	( )
	Unable to carry out simple instructions.	( )
SPEAKING	Can debate a point of view; can express ideas effectively.	( )
	Can make a clear and accurate report; can express ideas well.	( )
	Can describe the event orally.	( )
	Can communicate adequately at conversational level.	( )
	Has difficulty communicating adequately at conversational level.	( )
ATTITUDE	Consistently works to capacity.	( )
	Works to capacity without supervision.	( )
	Works to capacity with supervision.	( )
	Requires constant supervision.	( )
	No effort is made to work to capacity.	( )

(Student's Name)

ATHEMATICS

Numeracy skills	A	B	C	D	E
Geometry knowledge	A	B	C	D	E
Algebraic skills	A	B	C	D	E
Graphs knowledge	A	B	C	D	E
Problem solving skills	A	B	C	D	E
Capacity for work	A	B	C	D	E

Recommendation for further study of High School Mathematics.

3 Unit	( )
2 Unit	( )
Mathematics in Society	( )
Not recommended	( )

KEY

For all subjects the following Grading is used:

A - Excellent
B - Good
C - Satisfactory
D - Poor
E - Very Poor

(Student's Name)

AGRICULTURE

GRADE AWARDED [ ]

1. Knowledge and Understanding of:-

(a) the principles of scientific experiments as applied to agriculture	A	B	C	D	E
(b) the importance of agriculture to the community	A	B	C	D	E
(c) the impact of agriculture on the environment	A	B	C	D	E
(d) plant and animal production	A	B	C	D	E

2. Skills

Ability:-

(a) to use basic agricultural equipment	A	B	C	D	E
(b) to work with animals	A	B	C	D	E
(c) to grow and harvest experimental crops and pastures	A	B	C	D	E
(d) to observe and interpret agricultural research	A	B	C	D	E
(e) to communicate clearly (both verbal and written)	A	B	C	D	E

3. Interest and Attitudes

(a) Appreciation of the needs of animals	A	B	C	D	E
(b) Appreciation of the needs of plants	A	B	C	D	E
(c) Development of values associated with the use and conservation of resources	A	B	C	D	E
(d) Development of an interest in agricultural activities	A	B	C	D	E

Comment:

(Student's Name)

SCIENCE

GRADE AWARDED [ ]

1. KNOWLEDGE AND UNDERSTANDING

1.1 Knowledge of facts, ideas and laws.	A	B	C	D	E
1.2 Knowledge of the processes of science.	A	B	C	D	E
1.3 Knowledge of the impact of science on society and the natural environment.	A	B	C	D	E

2. SKILLS

2.1 The ability to communicate science information (verbal and written).	A	B	C	D	E
2.2 The ability to use science equipment safely and efficiently.	A	B	C	D	E

3. INTEREST AND APPLICATION

3.1 Level of participation and interest exhibited.	A	B	C	D	E
3.2 Diligence in completing set tasks.	A	B	C	D	E

COMMENT

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(Student's Name)

INDUSTRIAL ARTS

GRADE AWARDED

WOOD/METAL TECHNICS CRITERIA	ASSESSMENT			
SKILLS	A	B	C	D
Competency in the use of basic hand tools e.g. saw and chisel/files and hacksaw				
Competency in the use of complex hand tools e.g. bench planes and gauges/taps and dies				
Competency in the use of portable power tools e.g. drills and jig saw				
Competency in the use of stationary machines e.g. band saw, pedestal drills, lathe, shaping machine				
Ability to interpret and work from workshop drawings				
Initiative in the design and construction of individual practical projects				
KNOWLEDGE				
Ability to name and state the uses of basic tools and materials				
Knowledge of the parts and functions of complex tools and machines e.g. bench plane, lathe and micrometer				
Knowledge of the properties and uses of sophisticated materials and processes				
Knowledge exhibited in the quality of information presented in a workshop notebook				
Knowledge demonstrated in the results obtained from class tests				
ATTITUDE				
Regard and care for tools and equipment				
Behaviour in the workshop				
Application to work in class				
Attitude towards personal safety				
Reliability to submit work when requested				
Ability to work constructively and independently with minimum supervision				

(Student's Name)

HISTORY

GRADE AWARDED

RESEARCH

Can grasp complex problems and find variety of sources. ( )

Can understand problems and find basic sources. ( )

Can understand problems but needs help to find sources. ( )

Needs help in understanding problems. ( )

INTERPRETATION

Can evaluate wide variety of sources and draw reasoned conclusions. ( )

Can compare basic sources and draw reasoned conclusions. ( )

Needs help in evaluation sources and in reaching conclusions. ( )

EXPOSITION

	Written	Oral
Can argue a complex point of view.	( )	( )
Can give a clear and accurate report.	( )	( )
Can give a simple report.	( )	( )

ATTITUDE

Consistently works to capacity. ( )

Works to capacity without supervision. ( )

Works to capacity with supervision. ( )

Requires constant supervision. ( )

No effort is made to work to canacity. ( )

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DUVAL HIGH SCHOOL – ARMIDALE, NSW STUDENT REPORT

NAME _____ YEAR _____ DATE _____ ABSENCES _____

GRADING KEY							
	A	ALWAYS WORKS WELL	ALWAYS CO-OPERATIVE	ALWAYS	1	TOP 10%	EXTRA CURRICULA ACTIVITIES
	B	USUALLY WORKS WELL	USUALLY CO-OPERATIVE	USUALLY	2	NEXT 20%	
	C	SOMETIMES WORKS WELL	REQUIRES ENCOURAGEMENT	SOMETIMES	3	NEXT 40%	YEAR PATRON
	D	SELDOM WORKS WELL	RESTLESS DISTRACTS OTHERS	SELDOM	4	NEXT 20%	
					5	NEXT 10%	PRINCIPAL

SUBJECTS	WORK HABITS EFFORT	CONDUCT	HOMEWORK COMPLETED	ACHIEVEMENT IN GROUP	YEAR	CLASS	TEACHER COMMENTS	SIGNATURE
ENGLISH (Teacher's Name)								
MATHEMATICS ( )								
SCIENCE ( )								
SOCIAL SCIENCE ( )								
PHYSICAL EDUCATION ( )								
IND ARTS/HOME EC ( )								
FRENCH/GERMAN ( )								
MUSIC ( )								
ART ( )								

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So much for facts: now for some opinion.....

The debate about whether the end justifies the means is an old one. Only one thing is certain: the means are futile if the end is not possible. It is with this in mind that this paper addresses the question: can one report about basic skills? Should the answer be in the negative, there is little point in proceeding further.

In recent times, criterion-referenced testing or measurement (CRT or CRM) has become popular. In Queensland, it has led to a situation in which teachers outline the precise competencies which they will test. They then conclude lamely that they will add up the marks on the competencies and report a total. This, of course, produces a norm-referenced report.

Norm-referenced reporting is no problem: comparative numerical marks, or percentile bands, deciles or grades are all easily understood. But none of these tells us how good (*in absolute terms*) a student is. If we are to consider reporting basic skills as a standards-monitoring system, there is less need for criterion-referenced reporting. But if we wish to report on the basic skills for individual students, then we must ask: Can we prepare a criterion-referenced report on basic skills?

To be fair, the question as posed, smacks a little of the rhetorical way in which "basic skills" is defined. This is taken in the widest possible sense because

(a) the writer believes it should be so taken; and
(b) should the reader choose to narrow the definition, the original question can still be approached by making suitable deletions to the argument.

The type of report which is most likely to work, is a "profile" report which offers descriptive statements about a student. These statements should be selected for their usefulness to the "consumers" of reports: employers, parents, and educators at higher levels. This type of report allows judgements to be pronounced about the "untestables" and should, given suitable working guidelines, allow greater comparability than a "mark out of 100" approach. It also allows a degree of flexibility in both what and how schools teach.

This approach to reporting has already been well developed by a Scottish working party, and their copyrighted report form is reproduced as an appendix, as it appears in a publication of the Scottish Council for Research in Education.

It is suggested that the SCRE report falls short in the following ways:

* "Visual understanding and expression" is treated as one dimension. This is not done in the case of reading and writing, nor in the case of listening and speaking. Accordingly, this single category should become two separate categories. The case for this will be seen more clearly if a companion paper on "Visual Understanding" is studied.

* Logical reasoning and critical thinking are not referred to in the final report form. It appears that they were considered during development of the form, but for some reason this area does not (or these areas do not) appear on the final form.

"Logical reasoning" is taken here to mean skill in the construction of syllogistic chains and skill in deduction. Problems in these areas are frequently included in IQ tests, since people with high IQ scores tend also to be good at logical reasoning. The presence of such items in IQ tests reflects this, and also the ease with which the test item may be constructed.

Since many studies in the upper secondary and tertiary areas require the ability to perceive relationships, and since many forms of employment make similar demands, it is suggested that this area is a proper "basic" to include in a "basic skills" profile. Some public relations work might be required to establish in the public mind that the inclusion of this area is not a backdoor method of testing "IQ".

"Critical thinking" relates more to the ability to recognise relevance in an argument, identifying valid evidence, and carry out inductive reasoning. It would be hard to distinguish this in the lay mind from "logical reasoning", but a rubric such as "evidence evaluation" could assist in making the distinction.

There are tests already in existence, such as the Watson-Glaser test of Critical Thinking which would allow a norm-referenced assessment in the area of critical thinking, or which would serve as models for the development of criterion-referenced tests. The U.C.L.A. Centre for the Study of Evaluation *Elementary School Evaluation Kit* offers some descriptions which led Ian Munro of this Unit to develop these descriptors for logical reasoning:

> Solves problems and finds answers by drawing logical conclusions
>
> Uses logical arguments such as deducing comparisons from given propositions
>
> Uses analogies (likenesses or correspondence with other things)
>
> Recognises and makes comparisons.

It will be noted that here, too, there is an element of hierarchy as there is in the SCRE report system.

* The third shortfall in the SCRE report is probably the most controversial: there are those who argue for the presence of "general knowledge" in a list of basics which should be assessed, The ability to retain and regurgitate information in a wide range of subjects is valued in our society, as indicated by the continued popularity of quiz shows and trivia games. The inclusion of such a category would almost certainly be popular, but it would quite possibly be harmful to the success of the report as a document to be used by employers. On the other hand, if our schools are to be seen as repositories of, and transmitters of, our culture, then "general knowledge", suitably widely defined, could be of some value in according status to otherwise unconsidered and unrecognised cultural/aesthetic values. It could become the equivalent in the junior secondary school of general studies in the senior school.

The net would need to be spread wide: questions such as "what does UNESCO stand for?" would probably be of little value, while the question "what does UNESCO do?" would be of value, provided the alternatives (in an assumed objective item) were sensible. *Some* of the areas which would need to be *considered* for inclusion are:

> Government and administration (all levels), history and types of art, history and types of performing arts, history and types of literature, history and development of science and mathematics, local (say to the nearest 100km) history, NSW history, Australian history, world religions, world geography.

This partial outline should indicate the danger that this proposal could let Frankenstein's monster, out of Pandora's Box. The writer can still name all of the rivers named by Leichhardt in his travels to Port Essington. He sees little value in others learning to do the same.

The case for extending "basic skills" to a wide range is simply made:

1. If literacy and numeracy alone (whatever they may be) are assessed, then teachers of other subjects may feel that their subjects are of lesser importance. Against this, it must be asked whether the pattern of the School Certificate in the years 1977-79 has had such an effect.

2. There are many fields of employment in which the main needs are not accurately reflected by measures of, and reports on, literacy and numeracy. A farrier, a salesperson, a typist and a repairer of television sets will all have some need of literacy and numeracy. But they may well have other, more important, prerequisites to satisfy for success in their chosen careers.

The case for reporting on basics, rather than on subjects, is that subjects do not necessarily reflect skill or lack of it in one of the basics. A high or low grade in mathematics does not necessarily reflect accurately on comparative skill in the use of number. A possible gain from such a system might be that teachers would be more inclined to recognise problems and remedy them, if they are thinking in this way.

The case for using a hierarchical set of statements about each of the "skills" is that a judgement based on carefully defined criteria of excellence can be more readily used in between-school comparisons than can a numerical mark.

The case for concentrating on a reporting system first is that tests can be developed in many of these areas, and professional judgement can be used in others. None will be of any value if the results are reported without thought.

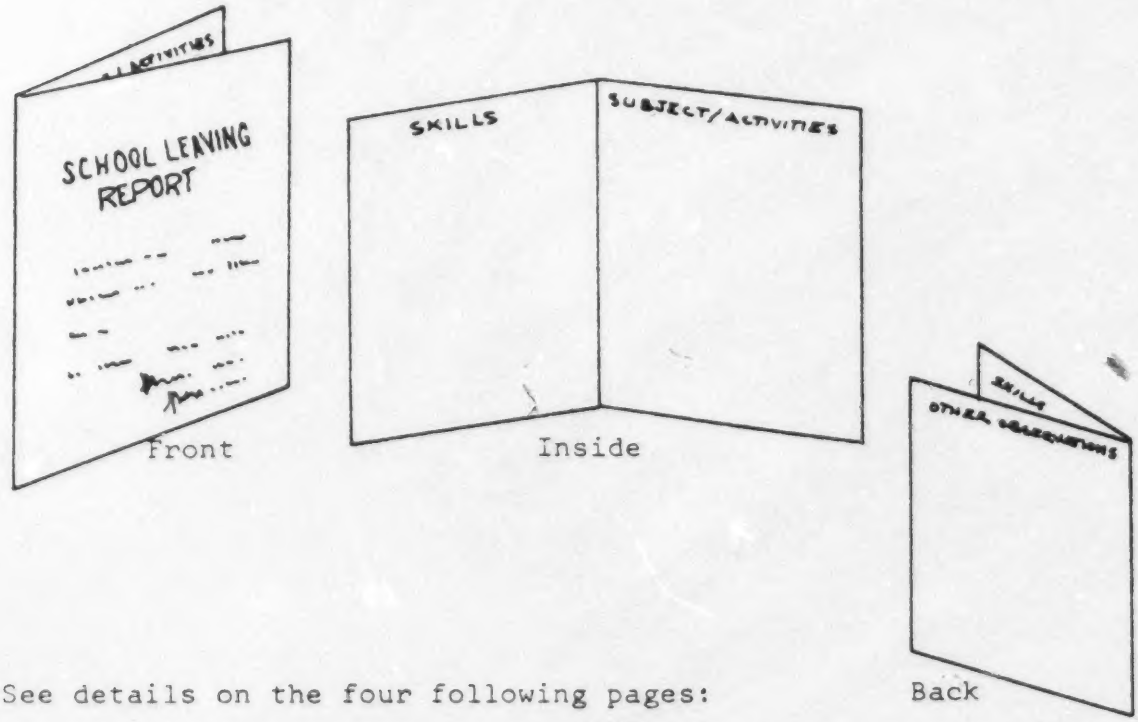
Gaps still remain: some of the statement sets are not drafted; the extent of some of the "skills" remains to be determined, and the skills to be included must be decided on. In some cases, no thought has been given to developing the full criteria of success, although the SCRE categories have been delineated. We have the skin, the bones, and the flesh of the model: all we lack are the viscera.

THE SCRE PROFILE ASSESSMENT SYSTEM

The Scottish Council for Research in Education, in 1977, published the findings and recommendations of a working party comprising representatives of the Council, the Headmaster's Association of Scotland, Her Majesty's Inspectorate, Industry, and an Employers' Association. In the working party's report[1], a system of assessment and reporting for all pupils is described and evaluated, the purpose of the research being "to devise a basic system of recording and to provide criteria for assessing categories to be employed in it".

Briefly, the system recommended allows for class assessment sheets which may be collated easily to compile assessment profiles on each pupil over a range of skills and performances appropriate to each subject area. The system also allows for independent cumulative assessments of common skills by the several different teachers of each pupil to be combined and recorded on a School Leaving Report. This Report covers, under "Skills", *Listening, Speaking, Reading, Writing, Visual Understanding and Expression, Use of Numbers, Physical Co-ordination and Manual Dexterity.* For each heading, one of four levels of achievement is recorded. Under "Performance Assessments for Subjects/Activities", the Report lists, for each subject, *Years of Study, Composite Achievement Grade, Enterprise (including flair and creativity) and Perseverance (including reliability and carefulness).* Other school activities, awards, and comments on positive personal qualities are listed on the final, page 4 of each Report. The Report may be compiled at any time, when a pupil leaves the school system.

The copyrighted report form consists of a single sheet centre-folded to make four pages:



See details on the four following pages:

1 Scottish Council for Research in Education. Pupils in Profile. Hodder & Stoughton, London 1977.

The four-page report on school leavers will contain the following:

SCHOOL LEAVING REPORT

This is a brief report on Queenie Quarry

Date of Birth 13/7/1960

who completed class S4

in Tanochbrae High School

and left on 3rd July, 1976

This report is the result of continuous assessment by all the teachers of this pupil and has the authority of

A. Finlay Head Teacher

C. Cameron Director

INTRODUCTION

The report form on this, and the next three pages, is one developed for use in Scottish schools. It is intended for use with school leavers and should be considered accordingly.

A more detailed discussion will be found in the Scottish Council for Research in Education publication 67: *Pupils in Profile*, which is available in Australia from Hodder and Stoughton at $8.75 (1977 price) for the paperback (ISBN 0 340 22052 X)

SKILLS

LISTENING

- ☐ Acts independently and intelligently on complex verbal instructions.
- ☒ TH Can interpret and act on most complex instructions.
- ☐ Can interpret and act on straightforward instructions.
- ☐ Can carry out simple instructions with supervision.

SPEAKING

- ☒ TH Can debate a point of view.
- ☐ Can make a clear and accurate report.
- ☐ Can describe the event orally.
- ☐ Can communicate adequately at conversational level.

READING

- ☐ Understands all appropriate written material.
- ☒ TH Understands the content and implications of most written material if simply expressed.
- ☐ Understands uncomplicated ideas expressed in simple language.
- ☐ Can read most everyday information such as notices or simple instructions.

WRITING

- ☐ Can argue a point of view in writing.
- ☒ TH Can write a clear and accurate report.
- ☐ Can write a simple account or letter.
- ☐ Can write simple messages and instructions.

VISUAL UNDERSTANDING AND EXPRESSION

- ☒ TH Can communicate complex visual concepts readily and appropriately.
- ☐ Can give a clear explanation by sketches and diagrams.
- ☐ Can interpret a variety of visual displays such as graphs and train time-tables.
- ☐ Can interpret single visual displays such as road signs and outline maps.

USE OF NUMBER

- ☒ TH Quick and accurate in complicated or unfamiliar calculations.
- ☐ Can do familiar or straightforward calculations, more slowly if complex.
- ☐ Can handle routine calculations with practice.
- ☐ Can do simple whole number calculations such as giving change.

PHYSICAL CO-ORDINATION

- ☐ A natural flair for complex tasks.
- ☐ Mastery of a wide variety of movements.
- ☒ TH Can perform satisfactorily most everyday movements.
- ☐ Can perform single physical skills such as lifting or climbing.

MANUAL DEXTERITY

- ☐ Has fine control of complex tools and equipment.
- ☒ TH Satisfactory use of most tools and equipment.
- ☐ Can achieve simple tasks such as wiring a plug.
- ☐ Can use simple tools, instruments and machines such as a screwdriver.

TH = Tanachbrae High! (School stamp or Typed)

SUBJECT/ACTIVITY ASSESSMENT

Curriculum Area	Subjects Studied (includes final year level where relevant)	Years of Study	Achievement	Enterprise (includes flair, creativity)	Perseverance (includes reliability carefulness)
Aesthetic Subjects	Drawing	1 - 4	2	2	1
	Music	1 - 4	2	3	3
Business Studies					
Community/ Leisure Activities	Social Education	1 - 4	3	2	3
Crafts	Pottery	3 - 4	2	1	3
English	English	1 - 4	2	1	3
Mathematics	Arithmetic	1 - 4	1	1	2
Other Languages	German	2 - 4	2	2	3
Outdoor Studies	Outdoor Pursuits	3 - 4	2	2	3
Physical Education	General	1 - 4	3	1	3
Science	Biology	3 - 4	1	2	2
Social Subjects	History	1 - 4	2	1	3

OTHER OBSERVATIONS

(includes other school activities, other awards and comments on positive personal qualities.

Royal Life - Saving Society - Bronze Medallion.

Member School Photographic Club, School Debating Society.

Member of School Skiing trip to Austria, January 1976.

She has been resourceful in finding costumes for the school play.

She has recently shown an appreciation and enjoyment and literature and has read widely outside the syllabus.

Works well on group activities; gets on well with both pupils and teachers.

Readily accepts responsibility, particularly in social activities.

Notes

The grades A - D represent approximately 25% of the year group in each case.

The skill gradings represent a consensus derived from the individual ratings of each teacher's knowledge and reflect the standard obtained by the pupil with reasonable consistency.

All the information contained in this report is based on profile assessments contributed by each teacher on a continuous and cumulative basis, including observations of personal qualities and informal activities.

And what does the Press have to say about it all?????????

NEWS

Northern boards loath to join profiles bandwaggon

by Nick Wood

Exam boards and education authorities in the north are standing back from the "bandwaggon" of graded tests and pupil profiles – now the subject of intensive development in London and Oxford.

Unlike the Inner London Education Authority and Oxfordshire – which in conjunction with their exam boards have separately announced ambitious plans to introduce records of achievement combining graded tests, profiles and exam results – northern officials have decided to conduct a detailed survey of teacher opinion before deciding whether to follow suit.

"No general development plan will . . . be initiated until the boards are satisfied that there is a clear demand from schools and colleges for new systems of assessment and certification . . . and some indications of the forms which teachers think they should take," says a discussion paper from the Northern Examining Association, an umbrella organization made up of the Joint Matriculation Board, the country's biggest GCE board, and four CSE boards stretching from Lancashire to Humberside.

Nevertheless, the northern boards are not completely convinced by the new moves. Five l.e.a.s – Gateshead, Manchester, Wigan, Wakefield and Bradford – are working with them on preliminary plans for a pilot scheme, but, it is stressed, nothing will be decided until consultations are complete.

The paper strikes a generally cautionary note about the new forms of assessment. Graded tests, in particular, could prove counter-productive by further limiting the professional freedom of teachers, it warns.

Profiles, containing detailed accounts of the character and behaviour of children, run the risk of giving official endorsement to "biased subjective judgments", and are likely to make considerable demands on a school's manpower and resources.

A questionnaire accompanying the paper, both of which are being sent to all schools and colleges in the area, urges teachers to think long and hard about the implications of such changes.

Mr Colin Vickerman, the JMB secretary who outlined these issues to teachers attending the board's annual conference at the University of Lancaster last Saturday, told *The TES*: "We're asking a lot of questions about this bandwaggon. We have the feeling that a lot of conclusions have been reached on the basis of very little evidence. Until consultation is complete we'll be moving cautiously – there's no point in publicly committing ourselves to something that later proves unworkable."

At the conference, Mr Vickerman reviewed the Oxford proposals, saying that other boards had been shaken by the announcement of a full-blown certificate of educational achievement which would become available in four years' time.

But subsequently it had emerged that its scheme was "by no means cut and dried". Key questions, such as how and when exam results from other boards would be included in the Oxford Certificate and the precise content and scope of graded tests and profiles, remained unresolved.

"These are very critical questions and it is now clear Oxford do not claim to have the answers, but that, like many other people they are working hard on them."

Mr Vickerman also alluded to the far-reaching commercial implications of the Oxford and London schemes – a factor that is bound to weigh heavily with other boards which view with dismay the prospect of losing candidates and business to their trend-setting rivals.

Oxford had "triggered off a gold rush", he said.

The discussion paper concentrates on the pitfalls of graded tests and makes only passing reference to their supposed benefits – better teaching and the improved motivation of youngsters.

"Graded tests could well determine the teaching of a subject to a greater extent than do present examinations," it says. "It is generally accepted that for a grade level to be meaningful it would be necessary to establish closely defined criteria. It might be expected, therefore, that the criteria for the various grades in a subject would require a much more closely prescribed "syllabus" than existing GCE O level or CSE syllabuses. Further, the use of graded tests in a subject could determine not only what is taught but also the sequence in which it is taught.

"One consequence of this loss of flexibility in the school curriculum might be that schools which practice mixed ability teaching would be forced to relinquish it."

The section on profiles sets out a host of key questions that need an answer before real progress can be made. Should the boards validate teachers' comments on pupils and, if so, what form of central monitoring should be used? Who are the profiles for and who will use them? Would employers regard them as useful for students who can in any case gain "good" examination results? Should profiles be restricted to weaker pupils?

Credit accumulation systems, in which courses are broken down into free-standing units of study, are also discussed. Successful completion of each unit would entitle youngsters to a credit, and once a prearranged number of these had been amassed, a certificate would be awarded.

The boards see undeniable benefits in such an approach. Short courses, more closely tailored to the needs of less able pupils, could be more readily provided and there would be more scope for skills-based and cross-curricular teaching.

But it would be more costly to operate than the existing exam system and make greater demands on teachers' time and energy. The danger of "superficial, fragmentary and unbalanced" courses is another drawback.

● Entries for pilot joint 16-plus exams in the north jumped by 20 per cent this year, the conference heard. One in three of the subject entries with the JMB were for the pilot exams begun in 1974 – a proportion that is expected to rise sharply next year when for the first time they will be available throughout the northern region and the range of subjects will be widened.

NEWS

Bob Doe and Nick Wood on last week's Association for Science Education annual meeting in Exeter

Graded tests demanded at all levels

The graded tests proposed for science must be for all pupils, not just the less able, Professor Paul Black of the Chelsea College Centre for Science and Maths Education told the ASE. At the session devoted to the development of such tests in Oxford and London, he gave a warning that they could end up with less esteem than the present CSE.

The Government's recent policy statement on records of achievement for school leavers had implied that graded tests were primarily for non-examination groups. But Professor Black, who is a member of the Government's new curriculum council, rejected this.

If graded assessments were provided for the lower achievers while the higher achievers continued with exams, the graded tests would be regarded as lower than CSE. "Who would put their names to such assessments?" he asked.

"We are always giving the less able low value stuff. What is the point of giving them more?" Teachers could not be expected to take the graded tests approach with some and the exam approach with others.

He acknowledged the considerable difficulties involved in establishing graded tests suitable for all pupils. It was "an enormous revolutionary change".

But a modest start was needed to "break the mould" of exam restraints on science teaching. "There is a terrible danger in only doing this for the first three years or for the lower abilities; we might start at the bottom but it must be within a plan catering for the first five years and all abilities."

Though moves in London and Oxford to develop graded tests in maths, English, science and modern languages (and CDT in London) were announced in 1982, little progress seems to have been made in science to date though both groups have similar ideas.

Mr John Bausor, inspector of science with the Inner London Education Authority, said graded tests held out the prospect of designing courses from the bottom up, as recommended by the Cockcroft report, rather than all courses being watered down versions of O level.

Included in his list of essentials for graded assessments in science were that they should be suitable for all pupils. They should make the most of what pupils could do rather than how well they could do it in relation to other pupils.

They should not be age-related and should entail both teacher assessment and external accreditation.

John Bausor

No decision had yet been taken on the number of grade levels the London scheme will offer 11 to 16-year-olds in science. Mr Bausor said the modern linguists thought four sufficient while the mathematicians had talked of 16 or more.

There would have to be some equivalence between the grade levels and the existing exam courses and he showed one 10-grade scheme in which grade 3 was equivalent to an O level pass and grade 6 to grade 4 CSE.

Some science teachers are clearly concerned, however, about the considerable number of unanswered questions still surrounding the graded tests proposals. Some are worried that the new tests will considerably increase the burden on teachers if pupils are allowed to take – and retake – the tests when they wish, and to work through them at their own pace. Others are concerned that the tests will force on teachers a standardized science curriculum.

Professor Black suggested that concentrating on whether pupils could approach problems scientifically rather than what they knew about specific aspects of science could leave teachers free to decide what particulars aspects of science to teach.

Teachers may also be able to select appropriate test questions from banks of suitable items provided by the external validating body to cover the concepts and knowledge taught.

But clearly few of the practical details about how graded tests will work in the lab have yet been worked out.

BEST COPY

LETTERS

Graded papers make better exams

Sir, – You are quite correct to be disturbed and agitated by the proposed interventions of Sir Keith Joseph into the proposed contents of the syllabuses for the 16-plus examinations, and I fully agree with your contention that (except in very special circumstances) the contents should be decided by the boards of examiners.

However, on the matter of the method of examination, I hope you will disagree with the boards and persuade them to use different methods. At present, the only boards who have made up their minds upon a method have chosen the "petal" method. In mathematics, for example, there will be a main core Paper 1 lasting two and a half hours, compulsory for all candidates; and in addition each candidate may chose to take one paper from the other three papers which will be easy, moderate, and difficult.

The other method which has been canvassed but which they have not chosen is the "graded" method of papers – four papers each of two and a half hours of four grades of difficulty. The two methods would look like this:

Petal method

Paper 1 for all
Paper 2 for CSE 3, 4, 5
Paper 3 for GCE "C" or CSE 1, 2
Paper 4 for GCE "A" or "B"

Graded method

Paper 1 for CSE 4, 5
Paper 2 for CSE 2, 3
Paper 3 for GCE "B" or "C"
Paper 4 for GCE "A"

The graded method is better because:

(1) each paper covers a narrower range of ability and is therefore easier to set, easier to mark, and easier for the candidate to work towards.

(2) the decision as to which papers to take is easier in the graded method as the candidate or his teacher need only have an approximate idea of his expected standard in order to decide which two papers to sit for. By contrast, for the petal method, many candidates who are quite bright but not very confident will opt for paper 3 to be on the safe side (because if they enter for paper 4 and have a disaster they might get no grade at all – this is particularly possible in mathematics for which a student's classwork throughout the year might be good due to hard work and moderate understanding of the topics, but he might get confused by the continued difficulties in paper 4 of a lot of hard questions, and get no marks at all). It can also be expected that students at the other end of the ability range might have ambitions beyond their ability and wish to enter paper 3 (perhaps because they may consider that is the only qualification worth having) and again they might come a cropper. Finally, what is the point of the potential GCE A students entering for the comparatively trivial paper 1?

It is far more sensible to have the graded system because then students can enter for one paper in hope of getting a high grade, but also enter for the paper which ensures that they will get the grade just below if they do not do quite as well as they had hoped.

On the matter of fitting these papers into a timetable, both methods can be done on the same total time. For the petal method, paper 1 would be for two and a half hours in the one session, and papers 2, 3 and 4 would be held simultaneously in another session, that is two sessions in all.

The graded method can also be done in two sessions like this: first session, papers 1 and 3 simultaneously; second session, papers 2 and 4 simultaneously. This caters for the three possibilities (1 and 2) or (2 and 3) or (3 and 4).

D CROFTS
4 Moorland Road
Edgbaston
Birmingham

Question answered

Sir – Is it not becoming clear that the Education Secretary will soon have no need to consider whether or not to merge the GCE and CSE examinations in a unified 16-plus? There is now a sufficient number of GCE boards prepared to commit resources to developing graded examinations to remove the necessity for having other bodies offering assessments at stages below O level.

I doubt if parents in general would be able to distinguish between, say, a graded test at level 5 and a CSE examination when the former is the fifth of a series of tests available to pupils at any age of secondary education prior to the 16-plus examination itself. My guess is that they will opt for the certificate with the most prestigious style of accreditation; such is human nature.

An apt question, therefore, is whether the Education Secretary will ask the Secondary Examinations Council to require the boards to submit their criteria for the emerging graded tests to scrutiny, if only to ensure that they align with those found acceptable for 16-plus pupils. For without some kind of progression in terms of content and structure, the new graded tests could prejudice the preparation of candidates by schools for the examination which may still count most – the 16-plus pass in or equivalent to the present O level.

R SUMNER
48 Hillcrest Road
Camberley
Surrey

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Profiles 'not leaving certificates'

Hilary Wilce on the centre for the Study of Comprehensive Schools conference in York

Pupils must be involved in any attempt to write pupil profiles, Mr Donald Frith, general secretary of the Secondary Heads Association, told the conference.

"A profile must be a joint document between those who teach and those who learn," Mr Frith said. "In that way pupils can begin to take responsibility for the criteria by which they are judged."

Profiles should not be used as leaving certificates, but if they were, then they should be confined to the last year or two years of school, he said.

"And any document that contains ticked boxes on character qualities should be anathema to us."

Another speaker, Mr Bill Stubbs, education officer of the Inner London Education Authority, warned the conference that teachers must be on their guard against the "dead hand of ignorant power.

"We face intervention by agencies whose understanding of the subtle processes of education is minimal."

Overall it was an unpropitious time for education, he said. The Government seems to have abandoned the idea of partnership with local authorities and the teaching profession was divided. There was also a danger that the old tripartite system could reappear inside schools.

A commitment to policies, rather than to rigid plans, was the way local authorities could make progress, Mr Stubbs suggested.

This was how authorities such as Berkshire and Bradford had produced such forward looking documents on multi-ethnic education, and Somerset, Devon and Lancashire had been able to move ahead on tertiary colleges.

"To you heads and senior staff, I would say decide what you want to do, then look to see who is stopping you. Then look for a way round the problem. Don't look at what you can't do."

TES 29-7-83

Skills test proves popular

TES 18-11-83

by Nick Wood

About 12,500 youngsters in 180 secondary schools throughout the West Midlands are sitting new proficiency tests, the results of which should give potential employers a far clearer idea of their abilities.

Unlike GCEs and CSEs which slot candidates into a pre-arranged pecking order according to their performance, the new proficiency tests in arithmetic and use of English score their achievements in a range of closely defined skills chosen to be of value to employers.

A spokesman for the board said that the tests had been introduced to give less able school-leavers a record of their achievement in basic skills.

The arithmetic test, for instance, records the percentage marks achieved in eight key areas – mental arithmetic, number, decimals, fractions, ratios and percentages, approximating and estimating, weights and measures, and applications and problems.

Similarly, the English certificate sets out pupils' marks in the essential skills of writing, speaking, reading and listening.

"Certification will be by means of a profile in which a pupil's particular strengths in important basic skills can be clearly identified," schools have been told.

The tests are proving popular. Around one in eight of the annual crop of CSE candidates is taking them. Final marks, based on a variety of timed question papers, will be released in January.

BEST COPY

Now you must
be the judge.